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ABSTRACT

This social studies curriculum guide for grade 10 in Manitoba, Canada, examines the characteristics of the physical and social environments of North America and analyzes the interrelationships among them. The primary focus is on Canada and the United States with a secondary focus on Central America. The study has been divided into the following units and themes: Unit I, "Overview of North America" (regionalization of North America); Unit II, "The Agricultural Interior"; Unit III, "The North" (resource development and management); Unit IV, "Western Cordillera" (impact of topography); Unit V, "Atlantic Canada and Appalachia" (regional economic differences); Unit VI, "The Industrial Heartland and the Megalopolis" (industrialization and urbanization); Unit VII, "The American South" (the changing culture and economy of the South); and Unit VIII, "Canadian, Continental, and World Issues," (Central American and Canadian issues with a continental or world scope). Each unit begins with an overview of its main theme. Major topics within each theme are then outlined. Objectives, teaching strategies, learning activities, and discussion questions are provided for each topic. The appendix contains excerpts from the social studies K-12 interim guide. (RM)

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SOCIAL STUDIES
GRADE TEN
INTERIM GUIDE

SO 016 278

province of manitoba
department of education
1984

SOCIAL STUDIES

GRADE TEN

INTERIM GUIDE

Province of Manitoba

Department of Education

1984

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM. RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING STRATEGIES, RESOURCE MATERIALS, AND IMPLEMENTATION.

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ACKNOWLEDGEMENTS

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Members Serving Since 1982

Linda McDowell (Chairperson) - Winnipeg School Division No. 1
Bob Caldwell - Antler River School Division No. 43
Kathy Bellemare - Kelsey School Division No. 45
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Dean Boyd-Souris Valley School Division No. 42; Helen Petrowski-Winnipeg School Division No. 1; Jack Watts-St. Vital School Division No. 6; Tom Park-Fort Garry Division No. 5; Ron Common-Department of Education.

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THE SOCIAL STUDIES PROGRAM

This outline for the grade ten social studies program is an Interim Guide that is available for use in the 1984-85 school year, and is subject to revision on the basis of information received from schools during that period. It is expected that modifications will not be made in the design of the program. Rather, changes may be made in areas concerning implementation, teaching strategies, and resource materials. Teachers are encouraged to forward suggestions for the improvement of this guide to the Manitoba Department of Education, Curriculum Development and Implementation Branch, 409-1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

LEVEL I, II, III DOCUMENTS

Curriculum guides are produced in three different formats, referred to as Level I, II, or III documents. In some subjects/courses, Levels I and II are combined into a single document (e.g., Mathematics K-6), while for others separate documents have been developed (e.g., Language Arts, Social Studies). The documents are defined as follows:

Level I: a Level I document serves to identify the minimum program expectation for a given subject or course and consists primarily of a rationale, statement of goals, teaching objectives, and expectations. These statements, approved by the Minister of Education, constitute provincial policy and the teaching of objectives identified is mandatory.

Level II: a Level II document is composed of a support material which expands the program beyond the minimum expectations identified in Level I. This expansion involves the development of recommended additional support material and includes exemplary strategies or techniques but their use is not mandatory.

Level III: a Level III document provides a detailed instructional package that supports the implementation of a specific program and is normally developed where no suitable commercially produced material is available.

STATUS OF THIS GUIDE

This guide is a Level II document. It should be used in conjunction with the Social Studies K-12 Level I document[1] which contains the philosophy, rationale, goals and objectives of the overall program. Topic objectives for grade ten social studies are contained in the Level II document, and their teaching is required. Teaching strategies and learning activities parallel both topic objectives and the focusing questions. These are suggestions only and are intended to be used at the teachers' discretion.

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[1] See Appendix.

INDIVIDUAL GRADE GUIDES

Individual grade guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies, Learning Activities and Questions

The overview statements that introduce each grade and its units are intended to outline the directions of the program. More specific focusing questions, with related objectives and teaching strategies, are included with each topic to guide inquiry.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

TEXTBOOKS

Basic textual material congruent with this guide is being developed and is to be available early in 1985.

RECOMMENDED TIME ALLOTMENT

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grades, subjects, and courses and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. All schools/school divisions are expected to ensure that sufficient time is allocated to provide the adequate development of the objectives of individual programs.

The recommended yearly time allotment for the social studies programs 10-12 is 110 to 120 hours.

The Social Studies curriculum has been formalized for 70% (28 weeks) of the alloted time in any given year. The remaining time, 30% (12 weeks), is available for investigating social studies concerns or issues deemed relevant by teachers and/or students.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

The intent of the "Suggested Teaching Strategies, Learning Activities and Questions" is to assist teachers to answer the question, "In what activities should my students be involved?" Teachers may choose those student activites which are suggested or may simply use them to develop their own ideas and student activities.

In the interest of efficiency, it should be noted that each strategy or activity adopted by the teacher should satisfy one or more of the following objectives:

- knowledge
- thinking and/or research
- attitude and value (generally a discussion type activity)
- social participation

For example, a well planned social participation activity may satisfy a number of the above objectives.

Even though social participation objectives are indicated in most topics, it will not be possible to do them all because of lack of time. However, teachers should consider the social participation activities as an important part of the overall social studies program.

The strategies and learning activities suggested in the guide have been developed from the topics and focusing questions in the context of either one objective or category of objectives.

Teachers should be aware that, in most units, there are probably more strategies, activities and questions than could be completed in the alloted time. Thus, strategies should be chosen (or developed) according to the emphasis desired for particular topics or classes.

STATEMENT ON 00/01

This guide describes both the 00 and 01 courses. The approved text will be the basic resource for both courses. The general intent is that in both courses students should examine similar content, identified by the topics and focusing questions. It is also intended that the knowledge objectives, the research and thinking skill objectives, the attitude and value objectives, and the social participation objectives be emphasized in both courses. In effect, the objectives for each course need not vary in any significant way. However, the teaching style for 01 courses should be more "supportive" than what is usually expected in 00 courses. This "support" may be described in the following points:

a) more emphasis should be placed on developing work habits, language-processing skills, analytic and critical thinking skills.

b) greater attention should be placed on the supplementary questions presented before, during, or after reading selections and listening to presentations to facilitate comprehension and discussion.

c) a greater emphasis on i) surveying of texts/chapters/articles, ii) setting specific reading objectives/questions and iii) designing activities which introduce new vocabulary and concepts to preface reading assignments.

d) more attention should be placed on demonstrations, models, diagrams, maps, and visuals to augment verbal explanations.

e) more emphasis should be given to integrating, at appropriate points, language processing skills related to organizing information for study; essay writing; and doing research.

In short, more of the intellectual work needs to be done by the instructor in the 01 course.

In addition to the above, the following guidelines should apply to the expectation/achievement levels of the 00/01 courses:

i) the reading assignments for the 00 course should be, for example, more sophisticated and demanding, and of greater variety than for the 01 course.

ii) the research (for papers, presentations, reports, debates) should be more demanding, for example, in length, in sophistication, in number, and in bibliographic references than for the 00 course.

iii) the 00 course should place a greater emphasis on the higher levels of the learning taxonomy such as analysis, synthesis, and evaluation and be, therefore, more conceptual in nature. The 01 course focuses to a greater extent on the lower levels of the learning taxonomy such as knowledge, application and analysis, and be, therefore, more general in nature.

iv) In general, the intent of the 00 course is to provide the student with the appropriate background for specialized further study in the discipline. The 01 course is intended to provide the student with a general approach in that discipline, which may not necessarily lead to further study.

HOW THIS COURSE DIFFERS FROM THE PREVIOUS COURSE

- This course is part of the sequential K-12 program.
- The content for the 00/01 courses is similar.
- The text, congruent with the curriculum guide, will be the common resource for both the 00/01 courses. Supplementary resources will provide "enrichment" for the 00 course and "simplification" for the 01 course.
- A more detailed curriculum guide describing the course has been developed and should be a greater resource to the new teacher, but should also be more helpful for any classroom teacher.
- The course emphasizes themes in the context of North American regions as opposed to treating Canada and the U.S.A. separately.
- The themes emphasized in the First World of North America are also applied to the Third World of Central America.

ADOPTION AND IMPLEMENTATION

A distinction has been made between curriculum adoption--the formal introduction of the curriculum guide, initial purchase of materials and orientation sessions, and curriculum implementation--a longer period of planned and active implementation characterized by measurable differences in classroom practices and student behaviour.

An overall implementation strategy should be expected to continue over a longer period, will vary from one curriculum area to another, and will need to be adapted to local requirements. It should serve, moreover, to marshall resources and focus in-service planning at school, divisional and Departmental levels.

The following stages should be noted in the overall process:

- Awareness Stage (1983/84, 1984/85)

  This stage addresses the question: "What is the change?" The intent is to familarize administrators/teachers in the field with the overall program; i.e., rationale, intent, goals, objectives, strategies, teaching approach, scope, sequence. At this stage there is very little visible ownership on the part of the teachers/administrators to the intent of the new curriculum.

- Adoption Stage (1984/85, 1985/86)

  At this stage some change on the part of the administrators/teachers is visible. There is a willingness to: introduce the new curriculum, purchase some materials, encourage orientation sessions, and try a unit or so with students. A sense of ownership is beginning to appear, as administrators/teachers begin to understand, accept, and promote the revised curriculum.

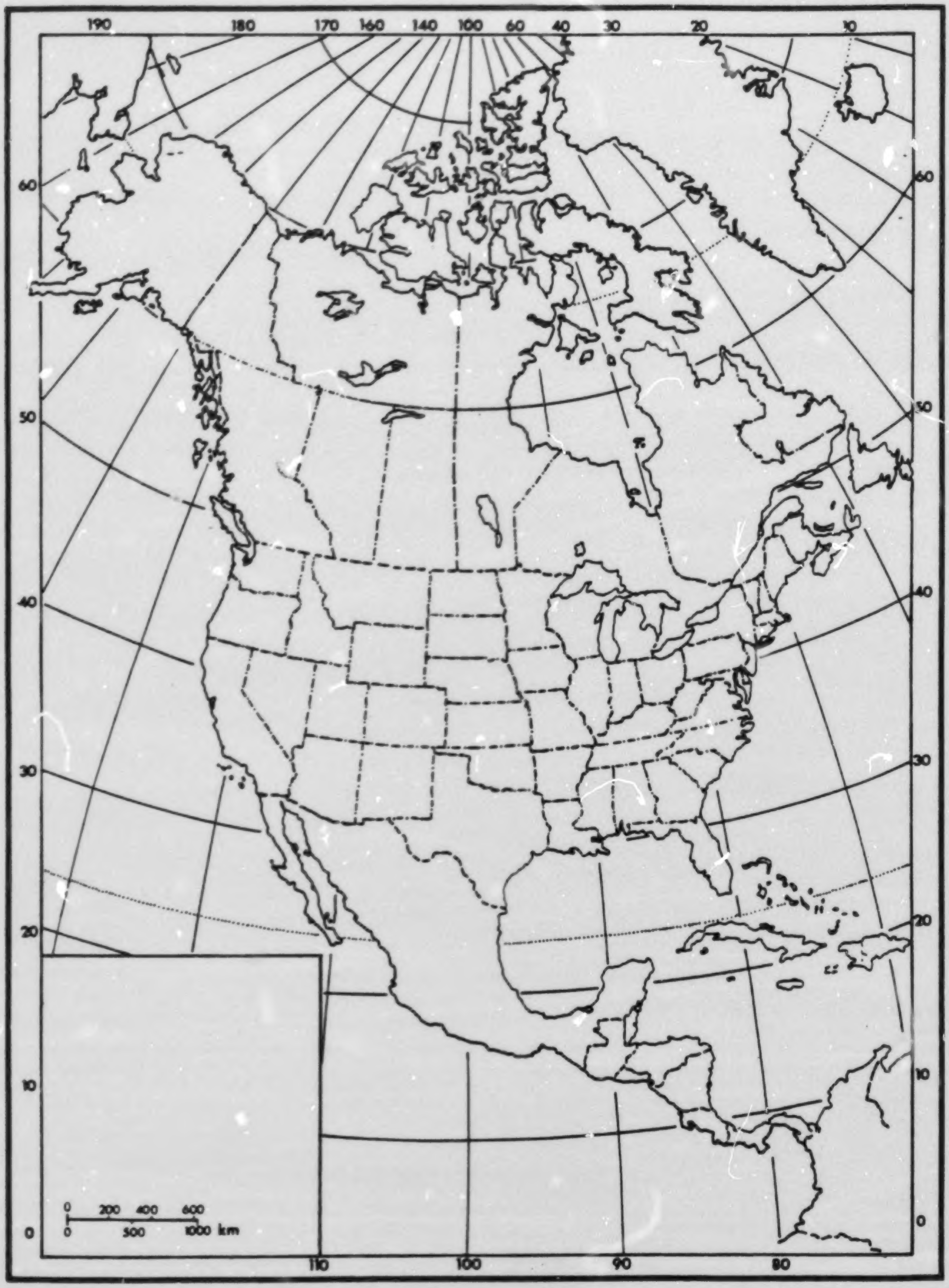
- Implementation Stage (follows adoption stage)

  This stage is characterized by measurable differences in teacher-classroom practices and in student learning outcomes. The following kinds of changes are discernible:
    - the use of revised materials.
    - a teaching approach which is congruent with the intent and spirit of the curriculum guide. (This may require, on the part of the teachers, a possible incorporation of new or revised beliefs, i.e., the philosophical assumptions and beliefs underlying the particular approach may have to change as well.)

  A definite ownership of the revised curriculum has occurred, i.e., the change has been 'internalized', adapted, and is being followed.

  The length of time to implement a revised program will vary from one division to another, from one school to another, and from one teacher to another. There are a number of factors which affect the rate at which the implementation process will occur.

north america:
a geographic perspective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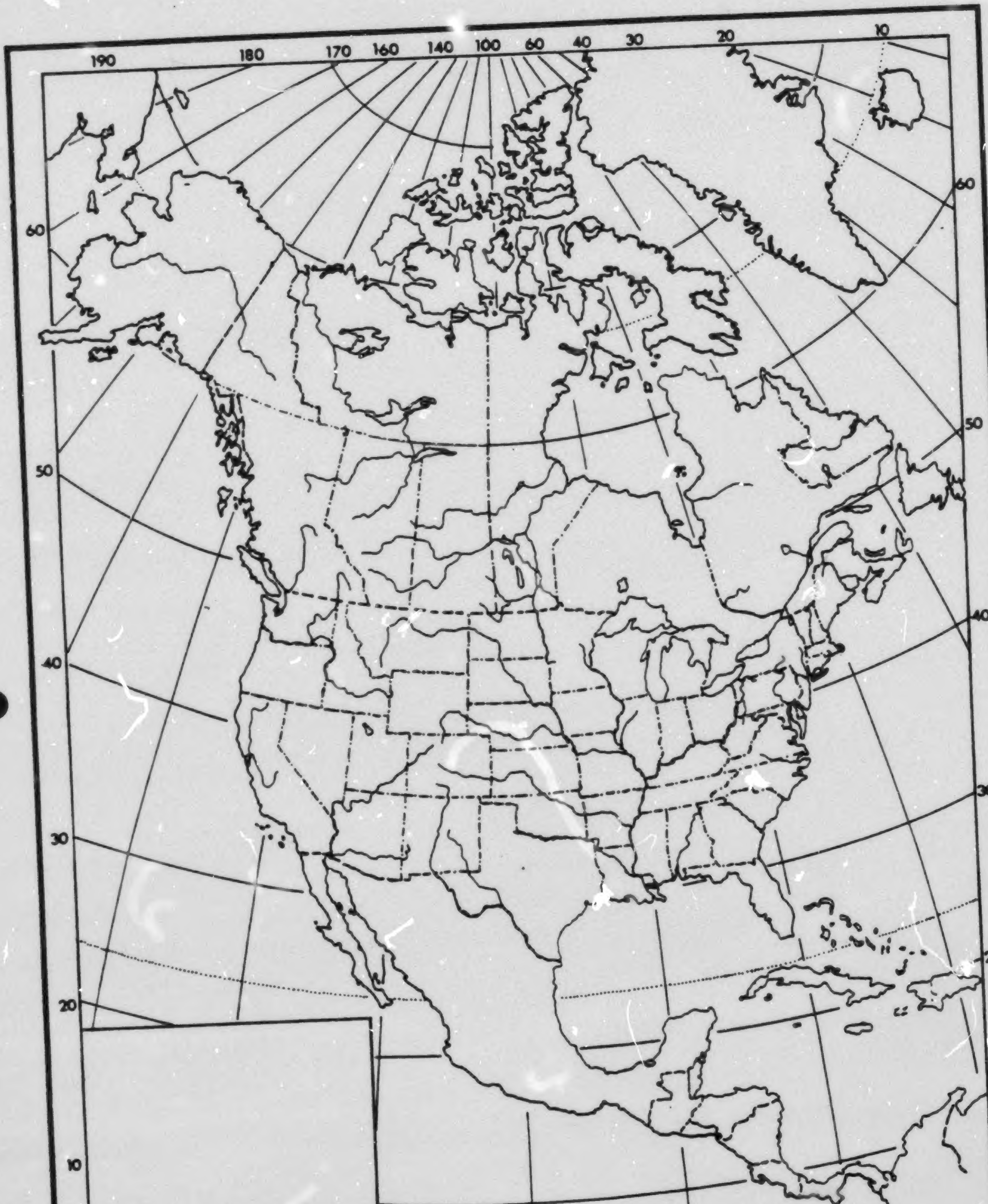
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NORTH AMERICA: A GEOGRAPHIC PERSPECTIVE

GRADE TEN OVERVIEW

The intent of this course is to examine the characteristics of the physical and social environments of North America and to analyze the interrelationships and interaction among them. The primary focus will be on Canada and the United States with a secondary focus on the Third World of Central America.

For the purposes of organization and convenience, North America has been divided into several large regions with flexible and overlapping boundaries. These regions are based on a variety of criteria such as economic and socio-economic activities, demographic characteristics, resource utilization and physical characteristics. The regions are identified primarily to "break down" the large land mass of North America into somewhat smaller and more manageable divisions.

The intent is to focus on the Canadian portion of each region, but at the same time, the study should examine and analyze each region in its North American context, i.e., examples of industries, resourses, processes, etc., would be emphasized from the Canadian context of each region where appropriate, and then applied to the whole region, including the part in the United States. Reference should also be made to how and why the region is similar or different in Canada when compared to the United States.

There is also an opportunity to examine significant, current, local issues or concerns within each region. Some of these issues are a result of national or international forces and if so, are to be examined in that context.

Major themes which are appropriate to each region have been identified as well. These themes are to be examined and analyzed in the context of each region and then applied to other areas of North America.

A 28 week (70%) time frame has been suggested for the units, with the remaining 12 weeks (30%) to be used at the discretion of the teacher, either to give greater emphasis to certain units, to include a local study, or to choose another related topic.

The study has been divided into the following units, with the associated themes, and suggested time frames.

Unit I - Overview of North America - Theme: Regionalization of North America. (Suggested Time: 3 weeks)

Unit II - The Agricultural Interior - Theme: Agriculture - Cropping and Livestock. (Suggested Time: 5 weeks)

Unit III - The North - Theme: Resource Development and Management. (Suggested Time: 4 weeks)

Unit IV - Western Cordillera - Theme: The Impact of Topography. (Suggested Time: 4 weeks)

Unit V - Atlantic Canada and Appalachia - Theme: Regional Economic Differences. (Suggested Time: 3 weeks)

Unit VI - The Industrial Heartland and the Megalopolis - Theme: Industrialization (technology and specialization) and Urbanization. (Suggested Time: 5 weeks)

Unit VII - The American South - Theme: The Changing Culture and Economy of the South. (Optional)

Unit VIII- Canadian, Continental, and World Issues - Themes:

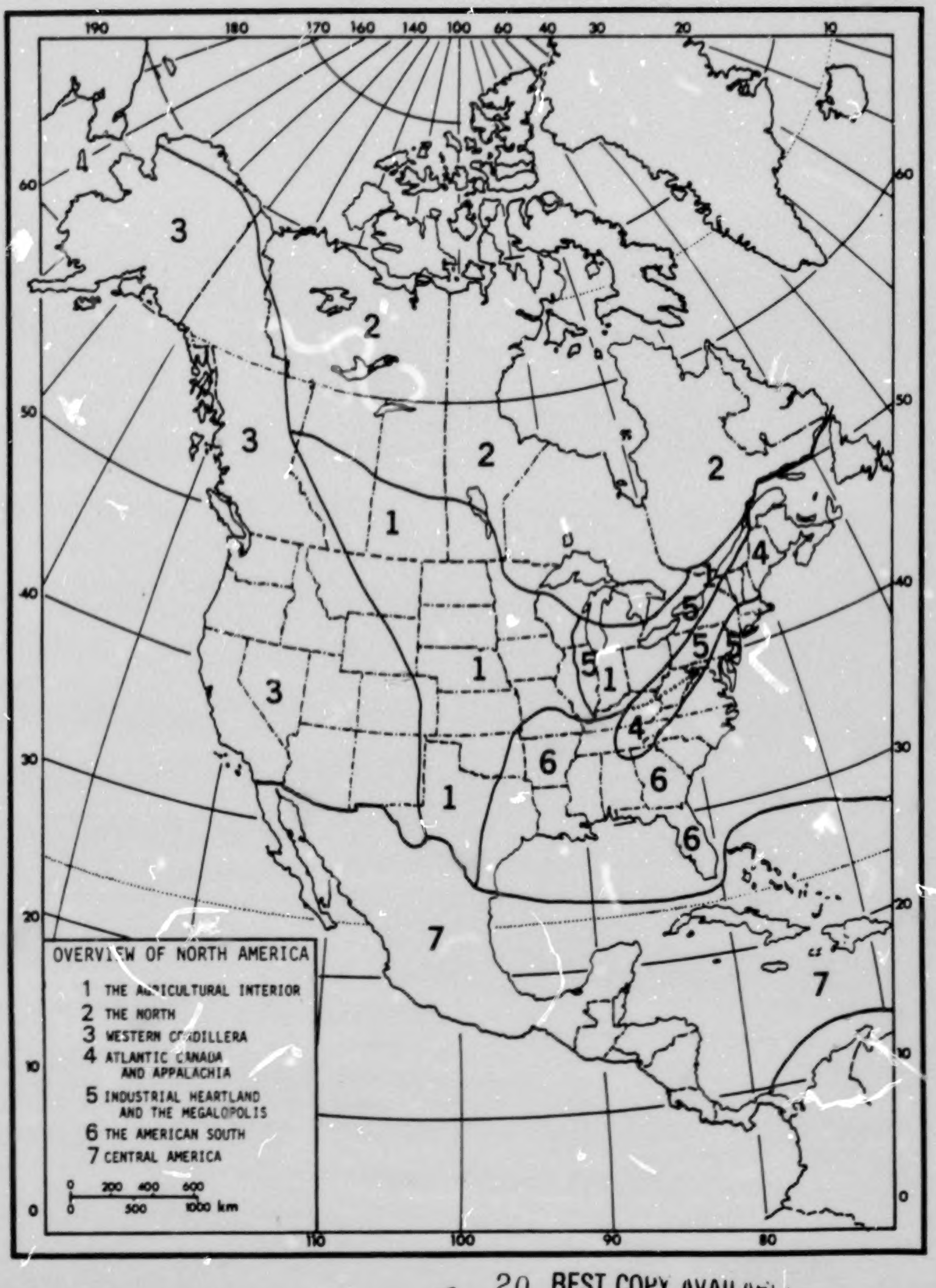
1. Application of Themes studied in the First World of North America to the Third World of Central America.

2. Examination of Canadian Issues with a Continental or World Scope. (Suggested Time: 4 weeks)

The major purposes of the program are to help students explore and better understand the following ideas:

- regionalization.
- how and where food, a basic need for people, is produced and marketed.
- the implications of resource development and management for people and the environment.
- how the physical environment influences human activity.
- regional economic differences.
- the implications of industrialization and urbanization for people and the environment.
- the impact of change on cultures and economic activities.
- the interrelationship and interdependence of local, Canadian, Continental and World Issues.
- the application of themes studied in the "First World" to the "Third World".

Individual maps showing the approximate areas of each region have been included.


OVERVIEW OF NORTH AMERICA
1 THE AGRICULTURAL INTERIOR
2 THE NORTH
3 WESTERN CORDILLERA
4 ATLANTIC CANADA AND APPALACHIA
5 INDUSTRIAL HEARTLAND AND THE MEGALOPOLIS
6 THE AMERICAN SOUTH
7 CENTRAL AMERICA
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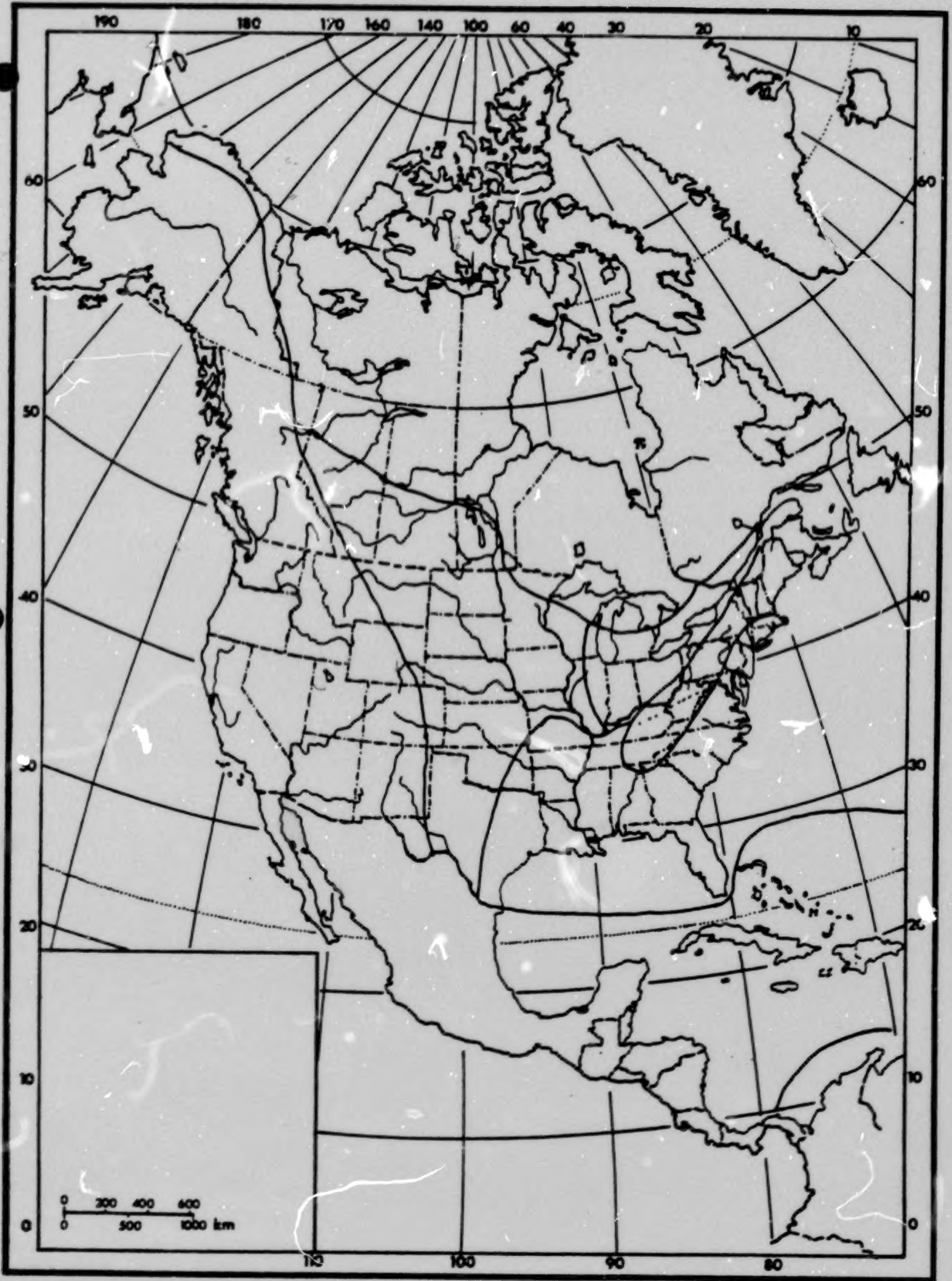
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UNIT I - OVERVIEW OF NORTH AMERICA

UNIT I OVERVIEW

Theme: Regions of North America

The intent of this unit is to provide an overview of the main areas of study in North America (Canada and the United States); to define the extent of North America (from Canada to Panama); to introduce the various political divisions and boundaries; to examine, in general, the physical environment and the population distribution; and to examine the concept of "region". The intent is also to identify the North American regions which are to be studied: The Agricultural Interior, The North, The Western Cordillera, Atlantic Canada and Appalachia, The Industrial Heartland and The Megalopolis, and The American South.
(Suggested Time: 3 weeks)

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Defining North America

   - Where is North America located?
   - Which countries are included in North America?
   - Because this study consists primarily of Canada and the United States, which national boundaries will be significant? Why?

2. The Physical Environment - An Overview

   - What are the main natural features of North America? Where are they located? Why?
     Consider the following: geological base, variety of topography, climatic contrasts, vegetation and soil variation, water distribution.
   - What is a resource? (Definition and perception, renewable, non-renewable, finite and infinite.) Use examples from the list in the above focusing question.

3. The Population Distribution

   - Where do people live? What factors explain why they live where they do?

4. Concept of a Region in Geography

   - What constitutes a region? (Regions are arbitrarily defined for convenience. They may have overlapping boundaries but are defined using certain criteria.)
   - What criteria could be used to define each of the following regions? In general, where are the boundaries?
     - The Agricultural Interior
     - The North

- The Western Cordillera
- The Industrial Heartland and The Megalopolis
- Atlantic Canada and Appalachia
- The American South
- Central America

Note: See maps showing regions. (Criteria for defining regions will vary and some regions overlap.)

TOPIC 1: DEFINING NORTH AMERICA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- describe where the North American continent is located in its global setting.
- identify the major surrounding and internal bodies of water, and neighbouring land masses.
- identify the countries of North America and the significant national boundaries.

Thinking and Research Skill Objectives. The students should be able to:

- utilize a variety of resources to identify the "edge"[1] of North America.
- refine map literacy skills (reading, drawing, interpretation of symbols).
- locate Manitoba and their own home community in relation to the rest of North America.

Attitude and Value Objectives. The students should be able to (through discussion):

- recognize both positive and negative attributes of North America's location in the global setting--(climatically, strategically, economically, etc.).
- provide reasons for distinguishing between the so-called "Anglo-America" and "Central America" and "Latin America."
- discuss the cultural and economic similiarities of Canada and the U.S.A. and the cultural and economic differences between Anglo-America and Central America.

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[1] "Edge" as used in this guide refers to the outer limit of a region or subregion in terms of physical, cultural, or political influence.

TOPIC 2: THE PHYSICAL ENVIRONMENT

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the main natural features of North America, e.g., geologic base; topography; climates; soil types; and natural vegetation.
- recognize North America's water resources and distribution.
- recognize that the physical environment is the composite of interrelated ecosystems in nature.
- recognize what a resource is and how it is dependent on perception.
- distinguish among resources that are finite, infinite, renewable, non-renewable.

Thinking and Research Skill Objectives. The students should be able to:

- utilize a variety of resources to identify the main characteristics and patterns of the physical environment across North America.
- identify why the major natural features are located where they are across North America.
- present examples of how certain elements of the physical environment are of use and/or are of vital necessity to humans.

Attitude and Value Objectives. The students should be able to (through discussion):

- recognize the need to use resources in ways that will ensure their continued availability.
- recognize how humans alter the natural environment in both positive and negative ways.
- recognize that resources are perceived differently by different people at different times, that different technologies will attach differing significance to specific resources.

TOPIC 3: THE POPULATION DISTRIBUTION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- describe the population distribution across North America.
- identify the factors that explain the reasons for people living where they do.
- distinguish those environmental or cultural factors that influenced initial and subsequent settlement patterns.

Thinking and Research Skill Objectives. The students should be able to:

- compile representative data to present a contemporary picture of the population distribution across North America.
- explain the nature of changes over time in population distributions.
- evaluate the significance of the variety of forces in contemporary society that determine where people live.
- research the implication of the uneven population density across North America.
- offer predictions regarding future population distribution patterns for North America.

Attitude and Value Objectives. The students should be able to:

- discuss factors which determine the distribution of population.

Social Participation Objectives. The students should be able to:

- plan a group activity which illustrates the relationship between the physical environment and where people live.

TOPIC 4: CONCEPT OF A REGION IN GEOGRAPHY

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify what constitutes a region in geography.
- recognize that North America can be divided into various different regions.
- recognize the key criteria used to describe each region and hence distinguish one region from another.
- recognize that geographic regions transcend the political boundaries of North America.
- recognize that regions are not mutually exclusive and thus can and do overlap in areal extent and may change over time.

Thinking and Research Skill Objectives. The students should be able to:

- analyze the possible criteria used to divide North America into regions.
- explain the value of using a variety of elements to establish a geographic region.
- priorize the elements to be used to set out each region.
- illustrate how regional boundaries undergo transition between regions.

Attitude and Value Objectives. The students should be able to:

- discuss the significance of a range of physical and cultural geographic elements that could be used to establish regions.
- evaluate the validity of criteria put forth for establishing boundaries between regions.

Social Participation Objectives. The students should be able to:

- plan and prepare a group project which demonstrates the concept of "regionalization" in North America.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Notes: See previous discussion of Suggested Teaching Strategies, Learning Activities and Questions.

Until the North American text by Oxford University Press is published, the following sources may be helpful.

Canada: A New Geography. Ralph Krueger, Ray Corder. Holt, Rinehart and Winston of Canada, Limited.

Canada: Land of Diversity. Bruce W. Clark, John K. Wallace. Prentice-Hall Canada Incorporated.

Across Canada. Hannell/Harshman. Wiley Publishers of Canada, Limited.

North America: Introducing the Continent. William Hildebrand. Holt, Rinehart and Winston of Canada Ltd.

North America: A New Geography. Stewart Dunlop, Donald MacDonald. Heinemann Educational Books.

North America. John Molyneux, Marilyn MacKenzie. McGraw Hill Ryerson Ltd.

Topic 1: Defining North America

- Where is North America located?
- Which countries are included in North America?
- Because this study consists primarily of Canada and the United States, which national boundaries will be significant? Why?

Note: The coverage is intended to be general in this unit, providing the framework for the more detailed examination in subsequent units. However, teachers may choose to spend more time in this unit and hence less in future units where these topics reappear.

It is suggested that before a specific study is made of North America, students should discuss the meaning of geography and the importance of studying geography and social studies. Several questions, which would develop the discussion, follow.

- What is the origin of the word "geography"?
- How does one distinguish between physical geography and cultural geography?
- What advantages or benefits are derived from a knowledge of geography?
- What is "social studies"?

Geography is a study of relationships that exist in the environment between people and the land, emphasizing how people make use of the earth and how the earth influences peoples' ways of life. Geography can help in developing mental maps of various aspects of the environment. It can help individuals become informed about the location, distribution, similarities and differences of people and places, landforms, climate, vegetation, soils, land use, and resources, etc., in various parts of a country or of the world. The topic "What is Geography?" is addressed in a variety of texts.

Also, the goals of the Manitoba social studies program, as outlined in the K-12 Social Studies Interim Guide, should be examined in the context of geography. (See Appendix.)

Introduction

. The following 'mind set' activity has been adapted from the Society, Environment and Energy Development Studies (S.E.E.D.S.), with permission.

Mind Set

Participants' Sheet

Directions: In alphabetical order, list as many words as possible (adjectives and nouns) which pertain to North America.

Optional Scoring (in alloted time):
3 points for each word beginning with a different letter in the alphabet.
1 point for each additional word beginning with the same letter.

	SCORE
A.________________	____
B.________________	____
C.________________	____
D.________________	____
E.________________	____
F.________________	____

G. ______________________________ ______

H. ______________________________ ______

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U. ______________________________ ______

V. ______________________________ ______

W. ______________________________ ______

X. ______________________________ ______

Y. ______________________________ ______

Z. ______________________________ ______

- Have students place the following on an outline map of North America.
  - surrounding bodies of water and land masses.
  - major internal bodies of water.
  - major political sub-divisions.
  - other features such as cities, states, provinces, landscape features.

- Have students examine an atlas and answer questions such as:
  - In which twc hemispheres is North America located? What is North America's most northerly latitude?...southerly latitude?... westerly longitude?...easterly longitude?
  - What is Canada's most southerly latitude?...mainland U.S.A.'s most northerly latitude?
  - Which major cities are located within 2° of latitude of each other?

- Divide the class into six groups. Each group is to represent a continent other than North America.
  - Specifically ask each group to discuss and agree on two ways in which North America's global location is more favourable and two ways in which it is less favourable than the continent which they represent.

- Have each group present its conclusions to the class.
- From the discussions prepare a consensus of North America's global advantages and disadvantages.

Development

- Examine the complications involved in pinpointing the "edge" of the North American continent. Consider some of the following:

    - shoreline, territorial waters, continental shelf, zones of economic control, bilateral or international agreements.

Note: "Edge" as used in this guide refers to the outer limit of a region or sub-region in terms of physical, cultural or political influence.

- Illustrate an aspect of how involved the establishment of the "edge" is.
    - Have students reach consensus in small groups regarding what would be the "most logical" outer limit for North America on at least one shoreline (Pacific, Atlantic, Arctic).
    - Have students draw a 370 km[1] zone of economic control off the shore of one coastline. Watch for the difficulties they will experience as to where to measure from (islands, headlands, bays) and also where the jurisdictions of provinces or countries will interface in that 370 km zone. What about St. Pierre-Miquelon?
    - Use the variety of dilemma and opinion to emphasize the multifaceted nature of the issue. How will the extent of North America change with exploitation of deeper ocean bed resources?

Note: The magazine Canada and the World (Feb., 1983) has articles which may be helpful:
examples - "Law of the Sea"
- "Who Rules the Waves?"

- Have students research definitions from a variety of sources such as dictionary, encyclopedia, glossaries, for Anglo America, Latin America, Central America, North America.

    - In discussion with the class, expand into the cultural and economic differences between Latin and Anglo America.

- To draw attention to the national boundaries have students describe the location and configuration of these boundaries. Have them rank the various boundaries or sections of boundaries from most significan to least significant. Which are arbitrarily surveyed? Which follow the natural division in the land?

---

[1] derived from 200 nautical miles.

Conclusion

- To help students become aware of the location of their own community and provinces, divide the class into groups of two or three persons each. Assign each group a locality elsewhere on the continent and have them describe four ways in which life would be different for them if they lived in that community rather than their own.

  From the ensuing class discussion, decide which aspects of our location on the continent are of significance.

- Have students outline in general significant characteristics of the major political units of North America--Canada, the United States, Mexico, and Central America. Topics which could be included are: size, location, population characteristics, major resources.

- Examine how countries and people of North America are interdependent.

Additional Activities: (Optional)

- Have one or two students research how a particular boundary was arrived at.

Note: Numerous topics related to the unit do not warrant whole class consideration. Short reports to the class on these more specialized issues, however, add interest and encourage independent research. If assigned to 1 or 2 students in each case, everyone in the class gets a turn at one by the end of the course.

Topic 2: The Physical Environment - An Overview

- What are the main natural features of North America? Where are they located? Why?
  Consider the following: geological base, variety of topography, climatic contrasts, vegetation and soil variation, water distribution.
- What is a resource? (Definition and perception, renewable, non-renewable, finite and infinite.) Use examples from the list in the above focusing question.

Introduction

- Have students produce a series of maps illustrating aspects of the natural environment across North America.

    - geologic base
    - landform regions
    - climate regions
    - soil types
    - natural vegetation

Note: These maps should be kept uncluttered, emphasizing major categories rather than intricate detail in order to give students an overall view of the physical configurations of the continent.

- Through teacher-directed class discussion, highlight the completed maps by drawing attention to the overall patterns. Examine some obvious correlation between two or more aspects of the physical environment.

Development

- Through teacher input, audio-visuals and student research examine the major geological processes that produced the continent, both the upbuilding (plate tectonics, folding, faulting, volcanism) and the gradational (glaciation, running water).
  - What are the dynamics of these processes?
  - Where is each operative? (give examples)
  - What are examples of features produced by each process?

Note: Films such as the following may be helpful: (From Dept. of Ed.)
"Continental Drift" 10 mins.
"Canada's Landform Regions" 15 mins.
"Face of the Earth" 10 mins.
"The Not so Solid Earth" 30 mins.
Also, the video tape series
"Making of North America"

- The text, Canada: Land of Diversity, Bruce W. Clark and John K. Wallace (Prentice-Hall) outlines an interesting activity on page 45, #10. (Used with permission)

> 10. Many advertisements in magazines use photos of different parts of Canada to help sell their products. Obtain at least five advertisements from Canadian magazines that use a photograph of some part of Canada. Answer the following questions for each advertisement.
>
> a) What landform region is shown in the advertisement?
> b) Explain how you were able to identify the region.
> c) What product is being sold by the advertisement?
> d) Does the photograph of the landform region help sell the product? Explain.

- Using the maps showing the climatic regions, develop the major factors which control climate and produce the different climatic regions:
  - latitude, elevation, masses of land and water, air masses, mountain barriers, prevailing winds and ocean currents.
  - utilize student research, teacher input and audio-visuals to discover the dynamics of each factor, giving examples of specific locations where each factor is operative, and specific weather conditions produced.

Note: The following films may be helpful: (From the Dept. of Education)
"The Origins of Weather" 13 mins.
"Climates of North America" 16 mins.

- Review the reading of climographs and isopleth maps.

. Have students (in groups) examine the interrelatedness of natural phenomena, using the maps on geology, landforms, climate, vegetation and soil.

  - What relationships do you notice among the various natural phenomena?

. Using atlases examine the location of major fresh water resources in North America.

  - Why is water such an important resource?
  - In which areas is fresh water readily available?...not readily available?

. Develop, through class discussion, a definition of natural resource.

Note: Use specific examples of a commodity to illustrate through historical, cultural or technological change, the idea that a resource is very much of a perception.

References: (1) A Geography of Mankind. (Broek and Webb) p. 33.

(2) North America. J. Molyneux, M. MacKenzie (McGraw-Hill Ryerson Ltd.) p. 123-125.

  - Have students research definitions and examples of (i) renewable vs non-renewable resources, (ii) finite vs infinite resources.

Conclusion

. Have students discuss the larger issue of resources and conservation. The following may be helpful:

  - How is the entire natural environment a resource?
  - How have humans used the environment wisely?...unwisely?
  - How does one balance human needs for resources with the interferences that this causes in the natural ecological order?
  - How does one choose when there is a conflict between employment (unemployment) vs conservation?
  - How will resource utilization, conservation, renewability, or technological change play into a future resource supply?

Note: Canada: Land of Diversity. B. Clark, J. Wallace (Prentice-Hall) 1983 has some suitable questions which illustrate the above.

(i) p. 70 #11
(ii) p. 71 #17

Also, the film,"Problems of Conservation-Our Natural Resource" (11 minutes), available from the Department of Education may be suitable.

Topic 3: The Population Distribution

- Where do people live? What factors explain why they live where they do?

Introduction

- Have students examine population distribution maps and through discussion gain a greater understanding of questions similar to the following:
    - What is meant by population distribution?...dispersed?...distribution?...clustered distribution?...linear distribution?
    - What is meant by population density?...sparsely populated? ...densely populated?
- Have students briefly describe a population distribution map of North America.

Development

- Have students explore factors which may have produced the distribution pattern evident in North America.
    - Compare a population distribution map of North America with a physical environment map. What relationship is evident? Which physical features appear to have major influences on the population distribution?
    - Compare a population distribution map of North America with a climatic region map. What relationship is evident? What climatic regions appear to have a major influence on population distribution?
    - To bring in the cultural factor, have each student interview an older member of the family or community to learn why they came to this part of the continent when they immigrated. What appear to be some of the common factors?
    - Have students examine how the factors attracting people to certain regions of the continent have changed over time. What changes might be anticipated in the future?

Note: Changes in culture, technology, urbanization, agriculture, resources, transportation, should be noted.

Conclusion

- Divide the class into several groups. Assign each group a distinct region of North America based on population density/distribution.

  - Have each group briefly examine some of the following questions and then report their findings to the class. (Use atlas/maps for resource.)
  - Generally, what is the population distribution of the region?...the population density?
  - What factors may have influenced the population distribution/density?
    (Consider: physical features, climatic features, transporation features, other features).
  - Generally, what might be some of the major occupations of the region?

Note: This should be a relatively brief assignment, with brief oral reports. Summarize relevant information for the class.

A suitable film may be: "Boomville", 11 mins. (Dept. of Education)

Topic 4: Concept of a Region in Geography

- What constitutes a region? (Regions are arbitrarily defined for convenience. They may have overlapping boundaries but are defined using certain criteria.)
- What criteria could be used to define each of the following regions? In general, where are the boundaries?
  - The Agricultural Interior
  - The North
  - The Western Cordillera
  - Atlantic Canada and Appalachia
  - The Industrial Heartland and the Megalopolis
  - The American South

Introduction

- Using a variety of resources (dictionary, reference books), have students develop a definition of the term "region". Discuss in class.

  - What constitutes a region?
  - What criteria might be used to define a region?
  - What can be said about the size of a region?
  - How might North America be divided into regions?
  - Why is a large land-mass divided into regions?

- Have students divide North America into eight regions on an outline map of North America (using only their own knowledge of the continent).
    - After students have completed their maps, compare the regions and ask individual students to explain their maps. (Discuss these.)
    - List some of the significant/valid reasons for outlining a region.

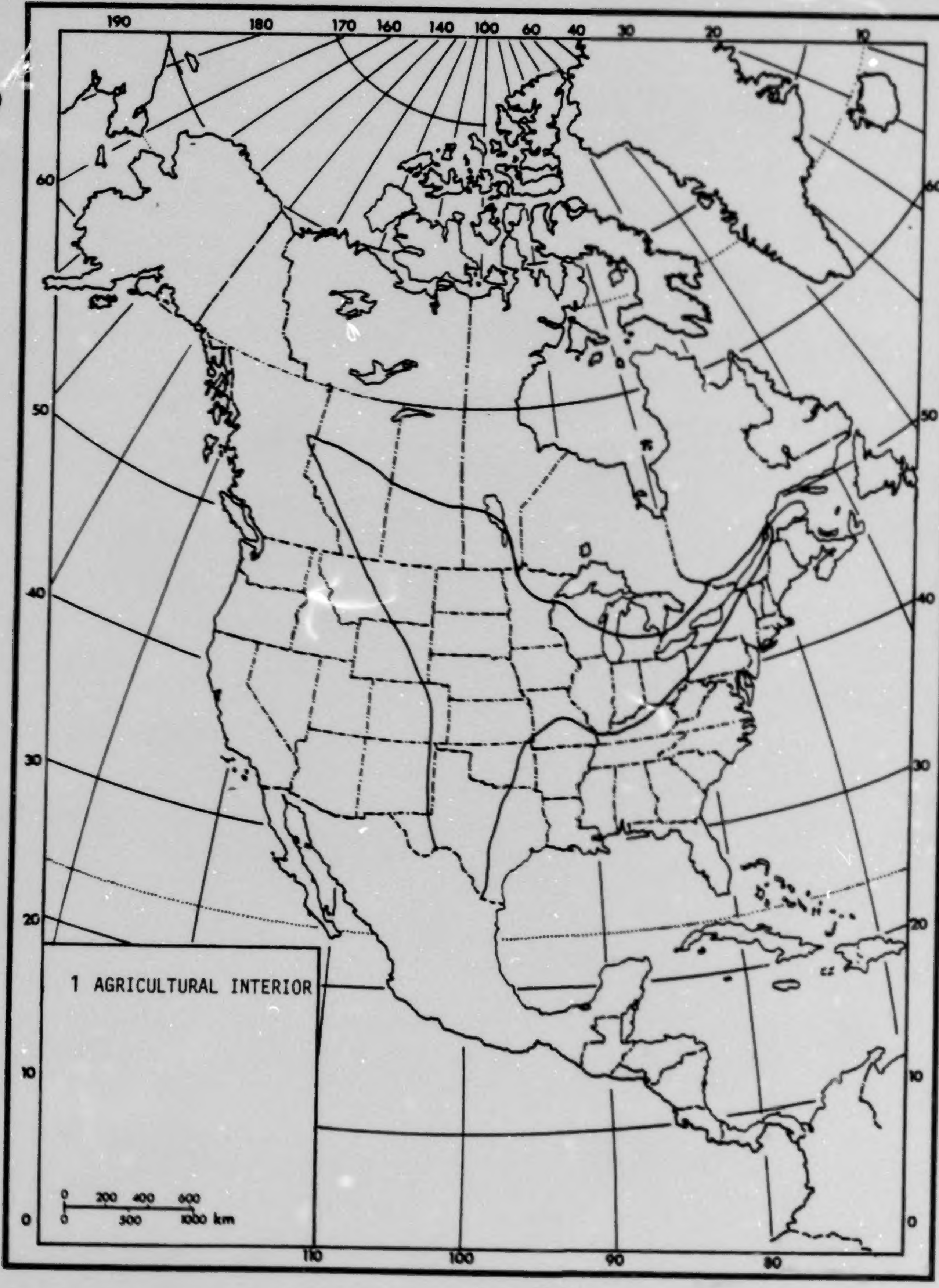
Development

- Develop, together with students, a list of useful criteria to establish regions. Include physical, cultural, and economic characteristics.
    - Are all criteria of equal importance? Can the criteria be grouped into important and less important ones?
- Provide students with a map showing North America divided into the regions suggested for this course.
    - Subdivide the class into groups and assign each group one of the regions.
    - Have each group, with the assistance of atlases, reference books, their own maps, earlier discussion, reach a consensus on the most important criteria used to establish their region.
    - Have students identify a criterion that was not taken into consideration in determining the region.
    - Have each group report to the class how they arrived at their conclusions, stating on which specific maps or references they based their conclusions.
- Examine with students the purpose of dividing North America into regions.
    - This could be done through class interaction. Record and evaluate the reasons given. (See the Grade Overview.)
- Compare the regions of North America as illustrated in different geography texts. Have students note which ones are generally similar and try to explain the criteria involved and account for the differences.

Conclusion

- Have students examine the overlap occurring between one North American region and another.
    - Why does this overlap occur? (change of criteria)
    - What is meant by the "transition zone" between bordering regions? (This can be illustrated by having students describe the gradual change of features from one region to another in a specific area.)

Note: It may be helpful to examine pp. 19-24 of Canada: Land of Diversity (Prentice-Hall).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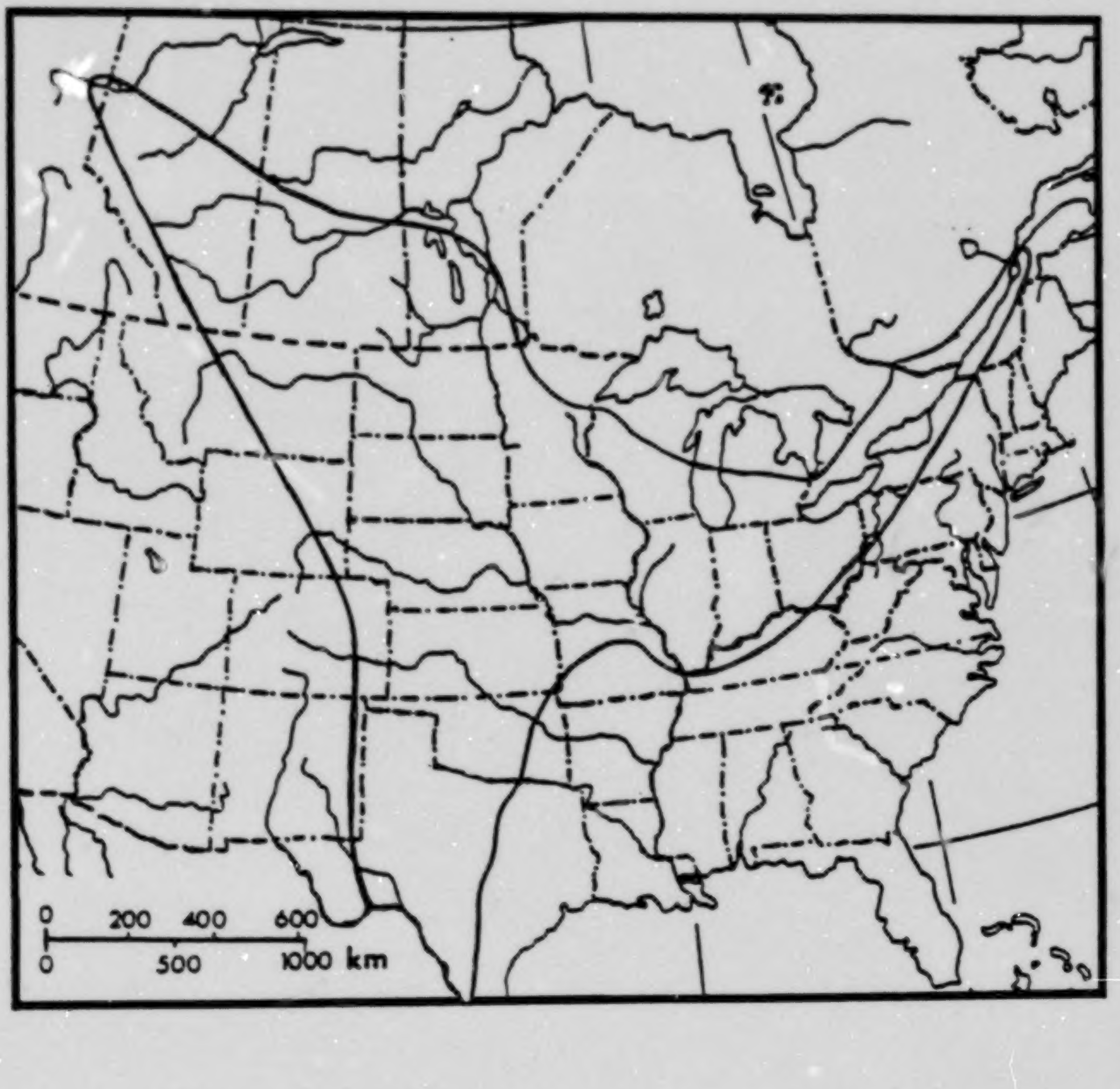
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UNIT II - THE AGRICULTURAL INTERIOR

UNIT II OVERVIEW

Theme: Agriculture (Cropping and Livestock)

The study focuses on the agricultural activities within this region, with an emphasis on the Canadian portion. The intent of this unit is to provide students with an opportunity to examine the main area of North American agriculture, and how it provides a basic need, food, for people. Through investigating factors such as the resource base, farming methods, economics, marketing, and environmental concerns, students should more fully understand the important role of agriculture in North America. In future work, students should be able to apply the factors examined here to other regions.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Defining the Agricultural Interior

- Where is the region located? Where is the Canada/U.S.A. border located within the region?
- What criteria are used to define the region?
- What conditions (human and/or physical) undergo transition at the boundaries?
- What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
- How can each of these be viewed as resources?

2. The Soil Resource Base

- What is the importance of soil in this region?
- What is the relationship of climate, vegetation and parent rock material to soil formation?
- What are the characteristics of the soil varieties?

3. Agricultural Activities

a) Production

- What factors determine and influence what a farmer will produce?
- Why is there regionalization of crop and livestock production? Consider the following factors: topography, climate, soils, natural vegetation, economics, transportation, market, political concerns.
- Why does crop localization occur in specific areas? Consider the following: physical, economic, political factors.

Note: A characteristic of this region is the regionalization and localization of crops and livestock production. Regionalization refers to the use of large areas for certain activities, in this case, particular crop and livestock production. Localization here refers to the concentration of a particular agricultural activity in a particular area.

b) Marketing

- What factors determine and influence the marketing of agricultural products? How?
- What are some Canadian and American differences? Consider the following factors for both crops and livestock: delivery system, internal markets, external markets, technology of marketing system, trade, food processing, synthetic foods, role of governments, marketing boards, subsidies.

c) Environmental Concerns

- What environmental concerns are related to the agricultural industry? How does each affect the environment? Consider the following: farming methods, erosion, soil degradation, fertilizers, pesticides, herbicides.
- How does the public concern for the environment affect the agricultural industry?

d) Changes in the Rural Landscape

- What major changes have occurred in the rural landscape during the past three or so decades? What are the causes and implications? Consider the following: rural/urban migration, marginal land, farm size, change in farming methods, technology, changes in transportation, cost of operating farms, price of agricultural produce, decline of service centres, political factors.

4. Overview of Other Human Economic Activities in the Agricultural Interior

- What other economic activities are important in the Agricultural Interior?

Note: The intent is to give this topic more of a "catalogue treatment" (What is where?) rather than a detailed study. (Reference should be made to the following economic activities: agricultural product processing, other manufacturing industries, non-metallic mineral extraction, and tertiary services associated with this region.)

5. Current Issues Within the Region

- What is the impact of the Canada/U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt with in the last unit.)

TOPIC 1: DEFINING THE AGRICULTURAL INTERIOR

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the extent of the region and the appropriate criteria which define the region.
- recognize the physical and human conditions that undergo transition at the "edge" of the region.
- identify patterns for the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and water resources.)
- recognize in what way each of the above can be viewed as a resource.

Thinking and Research Skill Objectives. The students should be able to:

- research resources to identify the "edge" for the region and also to identify the physical elements within the region.
- examine both the human and physical factors which experience transition at the "edge" or "limit of control" of the region.
- summarize the interrelationships that exists among the elements of the physical environment within the region.

Attitude and Value Objectives. The students should be able to:

- discuss how the elements of the physical environment constitute a resource.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which illustrates the importance of the Agricultural Interior region to life in North America.

TOPIC 2: THE SOIL RESOURCE BASE

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the characteristics of the soil varieties in this region.
- recognize the relationship of climate, vegetation and parent rock material to soil formation.
- recognize the importance of the soil varieties to the region.

Thinking and Research Skill Objectives. The students should be able to:

- explain the impact of climate, vegetation and parent rock material on soil formation.

- compile the criteria that demonstrate the importance of the soil varieties in relation to crops grown.
- research the relationship of soil varieties to food production.

Attitude and Value Objectives. The students should be able to:

- express views regarding whether climate, vegetation, or parent rock material has the greatest impact on soil formation.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which demonstrates or illustrates one or more of the following topics, e.g.,
    - soil varieties of the local region.
    - the relationship of climate, vegetation, and parent rock material to soil formation.
    - the importance of soil to human life.

TOPIC 3: AGRICULTURAL ACTIVITIES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify factors that may determine and/or influence what a farmer will produce.
- recognize how the above factors determine regionalization of crop and livestock production.
- recognize factors that account for crop localization occurring in specific areas.
- identify the factors that determine and influence the marketing of agricultural products and recognize the effects of these factors.
- identify those factors that cause differences in marketing in Canada and the U.S.A.
- identify the environmental concerns that relate to the agricultural industry and recognize how each of these concerns affects the environment and the agricultural industry.
- identify major changes that have occurred in the rural landscape during the past three or so decades and recognize reasons for and implications of these changes.

Thinking and Research Skill Objectives. The students should be able to:

- compile information regarding physical environmental elements and crop and livestock distribution, in the areas of crop and livestock production.
- integrate the compiled information for crop/livestock, the physical environment and the human environment.
- summarize the reasons for the regionalization and localization of crop and livestock production.

- gather information on the marketing system in Canada and the U.S.A. and outline how each system operates.
- research agricultural-environmental concerns and indicate the effects on both the environment and the agricultural industry.
- gather information on changes occurring in the rural landscape, the forces causing these changes, and the implication for rural areas.
- predict future settlement patterns for the rural agricultural interior.

Attitude and Value Objectives. The students should be able to:

- discuss the complexity of factors that a farmer must take into consideration before making a decision about what to produce.
- compare the Canadian marketing system with the American marketing system.
- discuss the implications of present agricultural practices and productivity on the environment.
- discuss whether soils are a renewable or non-renewable resource.
- discuss the implications of the changes occurring in rural areas for other settlement patterns within the region.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity aimed at increasing the awareness of agricultural issues and concerns, e.g.,
    - field trip to a farm, grain elevator, rail yard, fertilizer plant, etc.
    - simulation activity relating to agriculture.
    - project, debate, interview, panel discussion, etc., which demonstrates an aspect of agriculture.

TOPIC 4: OVERVIEW OF OTHER HUMAN ECONOMIC ACTIVITIES IN THE AGRICULTURAL INTERIOR

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify other important economic activities within the region.
- recognize that geographic regions include a variety of economic activities which may be interdependent.

Thinking and Research Skill Objectives. The students should be able to:

- locate where other important economic activities occur and gather information to explain their existence.

Attitude and Value Objectives. The students should be able to:

- discuss the need for a varied economic base.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity aimed at increasing the awareness of other important economic activities within the region:
  - an appropriate field trip, project, map, bulletin board display, etc.

TOPIC 5: CURRENT ISSUES WITHIN THE REGION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the impact that the Canada/U.S.A. border has on the region's economic and social activities.
- identify contemporary issues/events with the region, e.g., political, economic, or social (include external) factors that have implications for the region.

Thinking and Research Skill Objectives. The students should be able to:

- gather information on contemporary issues/events from newspapers, magazines, television, etc., and research the implications of the issue for the region.

Attitude and Value Objectives. The students should be able to:

- discuss the implications of a contemporary issue/event for a local area of the region or for the region as a whole.

Social Participation Objectives. The students should be able to:

- plan a group activity(ies) which demonstrates an awareness of the issue/event, e.g.,
  - a presentation to an appropriate group (town council, community council, etc.).
  - preparation of a brief on an issue and presenting it to an appropriate group.
  - development of a fact-finding research paper on an issue.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

General Introduction

Until the Oxford University Press North American text is available, the texts suggested in Unit I may be helpful.

Topic 1: Defining the Agricultural Interior

- Where is the region located? Where is the Canada/U.S.A. border located within the region?
- What criteria are used to define the region?
- What conditions (human and/or physical) undergo transition at the boundaries?
- What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
- How can each of these be viewed as resources?

Introduction

- Review with students which criteria were most important in establishing the limits of this region. (From Unit I - Which physical or cultural criteria extend across its "edge" into adjacent regions? At which points around the region's "edge" is that limit most clearly defined?...least clearly defined or transitional?)

- Have students complete a map or series of maps illustrating the major landscape and drainage features, and settlements within the region.

  - Compare the location and extent of the Agricultural Interior with other major food producing areas in the world.

Development

- Using topographic map sheets and/or stereograms, selected to represent typical landscapes of the region, have students analyze the physical and cultural features and their interrelationships. Prepare structured assignments requiring both identification and interpretation of the landscape. Interpretation is facilitated by having students work in pairs.

  - In discussing the landscape, highlight:
    a) the patterns visible in student maps (from Unit I and II).
    b) the people-land relationship illustrated on the topographic maps.
    c) specific features unique to the region: structural, till and lacustrine plains, or features from the local region such as glacial spillways, erratics, eskers, etc.

Note: Canadian Stereograms (J. M. Dent & Sons) may be helpful, as well as the topographic map of Regina in the Tompkins and Weir text.

- From the list of climatic controls introduced in Unit I, select two or three of particular significance to this region (continentality, air masses, mountain barriers, prevailing winds).

    - Have students research how these affect this region.
    - Summarize distinctive characteristics of this region's climate.
    - Have students select climographs from various locations within the region and have students complete an assignment which will:
        a) review climograph skills.
        b) illustrate climatic variations within the region.
        c) illustrate the distinctive climatic characteristics of the region.

- Have students research and prepare a brief report on one or more of the following:

    - hurricanes.
    - electrical storms.
    - tornadoes.

Conclusion

- By referring to students' maps (Unit I) and maps from atlases:

    - Have students note patterns of the physical elements of the environment (geology, topography, climate, natural vegetation, soil, and drainage features) and their relationships.
    - Have students discuss (in small groups):
        a) How is each of the above elements a resource to humans?
        b) Why is it important for humans to understand each element as well as possible?
        c) Which elements can be controlled or improved as a resource to humans?

- Have students prepare brief presentations on topics such as the following:

    - Similarities and/or differences between the Agricultural Interior and another world food producing area such as the Ukraine, the Pampas, Australia.
    - Is another Ice Age coming?
    - The Agricultural Interior is (or is not) a well defined region.
    - The population is (or is not) fairly evenly distributed throughout the region.
    - The area in which I am located is (or is not) fairly typical of the Agricultural Interior.

Topic 2: The Soil Resource Base

- What is the importance of soil in this region?
- What is the relationship of climate, vegetation and parent rock material to soil formation?
- What are the characteristics of the soil varieties?

Introduction

. If possible, have students examine a variety of soil samples from different areas of the local region, or of the world.

  - How are the soils different?
  - Is it possible to tell which ones are more fertile?...less fertile?
  - Would some soils be more difficult to till then others? Why?
  - Which soils retain moisture the best?...the least?
  - What characteristics make soils good?...poor?

Development

. Have students research how soils are formed.

  - Consider: parent material, function of climate (temperature, precipitation, winds), vegetation, insects, animals, organisms.
  - Have students rank in order of importance the above factors, with reasons.
  - Why is a varied soil resource more desirable than just one type in a particular locality?

. Have students compare a soils map with an agricultural crops map of the same region.

Note: (Detailed maps of a small area are preferable, but regional maps can also be used. The new Manitoba Atlas would also be helpful for soil soil classification).

  - Assist students to note the relationship of a particular soil to particular crop types.
  - Assist students to realize that certain crops require particular soil conditions. (Also, that some crops are more sensitive to soil conditions than others.)
  - Have students compile a list of criteria which can be used in assessing soils.
  - Examine which soil conditions (or deficiencies) can be most easily improved or injured by human activity.
  - Consider whether soil is a renewable or non-renewable resource.

. Divide the class into two groups. Have one group research and prepare a report on ways in which soil resources (in the Agricultural Interior and beyond) are endangered by humans and by nature. Have the second group research and prepare a report on the variety of ways in which soil conservation can be practised.

  - As the one group presents a specific hazard, have the alternate group propose an appropriate solution or conservation tactic to the problem.

Note: What should emerge is an indication of whether we have the understanding and technical ability to maintain our soils.

  - Raise the questions: Even if we have a solution(s), do we always use it? What are the economic, social and political factors which can interfere with effective conservation?

Note: Attempt to update this topic as much as possible.

Conclusion

- Study a soil profile in your locality. (Either find a cutaway bank or prepare a profile in a convenient location.)
  - Note the texture, color, and depth of each layer. Diagram it to scale.
  - Note and record the types of vegetation present at the surface.
  - Take samples of soil from each level and record the noticeable differences.

- If students come from a fairly large area, have them bring a soil sample from their locality. Prepare a labelled soil display and chart the location of each sample on a local area map.
  - How are the soils the same?...different?
  - How is the surface vegetation the same?...different?
  - Which crops grow well in the soils? Which do not grow as well?
  - What is being done to enrich the soils? How beneficial is this?
  - What problems are farmers facing with reference to the soil in each locality?

- Have students study a special area or region in the world such as the Fertile Crescent, one which was an excellent agricultural area but has since lost that distinction, and give the reasons for this. Is it possible to bring such a region back to the distinction it once had in agriculture?

Note: For those schools obtaining computer diskettes from MECC there is a diskette correlating climate, soil, and crop regions. Unfortunately, this is for Minnesota only, but the material does lend itself to generalizations regarding such relationships.

Topic 3: Agricultural Activities

A) Production
- What factors determine and influence what a farmer will produce?
- Why is there regionalization of crop and livestock production? Consider the following factors: topography, climate, soils, natural vegetation, economics, transportation, market, political concerns.
- Why does crop localization occur in specific areas? Consider the following: physical, economic, political factors.

Note: A characteristic of this region is the regionalization and localization of crops and livestock production. Regionalization refers to the use of large areas for certain activities, in this case, particular crop and livestock production. Localization here refers to the concentration of a particular agricultural activity in a particular area.

B) Marketing
- What factors determine and influence the marketing of agricultural products? How?
- What are some Canadian and American differences? Consider the following factors for both crops and livestock: delivery system, internal markets, external markets, technology of marketing system, trade, food processing, synthetic foods, role of governments, marketing boards, subsidies.

C) Environmental Concerns
- What environmental concerns are related to the agricultural industry? How does each affect the environment? Consider the following: farming methods, erosion, soil degradation, fertilizers, pesticides, herbicides.
- How does the public concern for the environment affect the agricultural industry?

D) Changes in the Rural Landscape
- What major changes have occurred in the rural landscape during the past three or so decades? What are the causes and implications? Consider the following: rural/urban migration, marginal land, farm size, change in farming methods, technology, changes in transportation, cost of operating farms, price of agricultural produce, decline of service centres, political factors.

Introduction

A. Production

- Present students with a brief background to the historical development of agriculture in the Interior.

Note: Filmstrip: "Canadian Wheat: A Reputation for Quality" (N.F.B);
Film: "The Way it Was" (Department of Education)

- Have students map the Agricultural Interior on an outline map of North America and indicate the general boundaries of the region.
  - Identify the provinces and states which are part of this region.
  - Identify several large cities in the region.
  - Identify the main rivers of the region.
  - Briefly describe what limits the boundaries of the region has.
- Develop the vocabulary related to the Agricultural Interior.
  - types of agriculture: intensive, extensive, subsistence, commercial, specialized, diversified.
  - farming operations: planting, tilling, spraying, harvesting, plant and animal breeding, forage production, etc.
  - regionalization and localization.
- Through discussion develop a tentative list of natural, cultural, economic and political factors which may affect the commodities produced in a region, a locality, or on a particular farm.

Development

- Divide the class into small groups. Assign each group a case study of a particular type of agriculture--dairy, ranching, corn, mixed, wheat, cotton, special cash crop. Members within each group could deal with specific aspects such as operations, marketing, land use, lifestyle, environmental impact.
  - Have groups present highlights to the class, using audio-visuals such as charts, maps, transparencies, graphs, etc.
  - As the sequence of reports unfolds, record findings related to:
    - a) factors influencing producer decisions.
    - b) factors producing regionalization and localization of crop and livestock production.
    - c) factors related to marketing.
    - d) environmental considerations.
    - e) changes over time in the farming landscape.

Note: The Ginn series of case studies on Canadian industries are useful for this exercise-"Wheat Farming Near Regina"
"Mixed Farming Near Carman, Manitoba"

- Have students participate in a simulation on agriculture.
  - Two simulation games are (1) The Game of Farming produced by the United States High School Geography Project and (2) Farm Simulation on the Manitoba High School Computer Network.
  - Both simulations are time consuming but if integrated with written work and class discussion, address the four categories of objectives.
  - Because students are placed into guess-real situations, they experience the social and value aspects first, developing the motivation to become knowledgable and skilled in the "business".

Teacher assistance in synthesizing their experience into generalizations about agriculture, and student documentation in written form are important in making it a learning experience.

A useful framework for such discussion might be:
  a) hazards and pitfalls in the business.
  b) strategies and resources by which to minimize hazards and maximize enjoyment and profit.
  c) the social and emotional aspects of the lifestyle.

- Have students collect and briefly interpret cartoons illustrating various aspects of agriculture. (These may have to be collected over time from papers and magazines.)

- Have students examine technology on the farm.

    - List some of the technologies presently being used. What are the implications?

- Have individual students or groups of students develop a calender or yearly timeline related to the production of a specific crop or livestock.

- Have students participate in a field trip to a local farm.

    - Precede field trip with an orientation discussion in class. Develop a framework for observation and require some feedback later. Consider: operations, products, lifestyle, problems, marketing, etc.

- Invite and interview two or three farmers representing different types of farming. Use both teacher and students panel to question the farmer(s) during the interview.

- Have students compare how crop types and livestock production differ on each side of the border between Canada and the U.S.A.

B. Marketing

- Have students develop a flow chart from producer to consumer of particular items produced in the agricultural interior, e.g., a loaf of bread, a carton of milk, a MacDonald's "quarter pounder", a bottle of whisky or vegetable oil, a leather jacket.

Note: Filmstrip: "From Farm to Market" (NFB) may be useful.

- Have students work through an exercise entitled "Wheat Exporting" in which they highlight factors such as:

    - rail transportation and the operation of a local elevator.
    - water transportation and the location, size and season of a port.
    - foreign markets and the pros and cons of marketing boards.
    - differences between Canadian and American marketing of agricultural products.

- Have students participate in a field trip to such places as:
  - the local grain elevator
  - the Canadian Wheat Board
  - Winnipeg Commodity Exchange

- Have students in small groups assume that they are members of the Board of Grain Commissioners responsible for co-ordinating the delivery of wheat exports. Have each group participate in the following exercise.
  - The following amounts of grain are stored in Canada: (All amounts are quoted in thousands of tonnes.)

TERMINAL ELEVATORS

Vancouver	7.5 T	Churchill	2.5 T
Prince Rupert	4.0 T	Thunder Bay	42.5 T
New Westminster	2.5 T	Montreal	30.0 T
Halifax	3.5 T	Edmonton	20.0 T
Saskatoon	7.5 T	Calgary	10.0 T
Regina	25.0 T	Lethbridge	5.0 T
Winnipeg	7.5 T		

COUNTRY ELEVATORS

Manitoba	40.0 T
Saskatchewan	75.0 T
Alberta	47.5 T

In the following 12 months you receive orders as follows:

Country	Amount	Date to be delivered at destination	Port	Source for Grain
China	90.0 T	May		
England	13.5 T	August		
U.S.S.R.	130.0 T	November		
Japan	40.0 T	February		
West Germany	9.0 T	March		

For each of the five shipments:

a) Select the port through which you will export the grain. Select from the ports below, noting that they are arranged in order from the largest to the smallest ports. Note also the season at which each is open.

b) List your sources of grain in the last column. Show the amounts from each source, adding to the total amount needed.

Each time you reduce the amount of grain in storage at your country or terminal elevators, show that reduction by changing the number of tonnes remaining.

c) In what ways is the Canadian Marketing situation different from the American?

PORTS	SEASON
1. Thunder Bay	April 15 to December 15
2. Vancouver	Year Round
3. Prince Rupert	Year Round
4. Montreal	April 15 to December 15
5. Halifax	Year Round
6. Churchill	July 15 to October 15

C. Environmental Concerns

- Have students consider ideas such as the following through research, teacher input, special studies or class discussion:

1) Use of chemicals in agriculture.
   - Why are they considered necessary or advantageous?
   - To what extent is this trend the result of high-pressure marketing on the part of farm supply corporations?
   - What about the organic farming option? (advantages, disadvantages)
   - What are the real and potential dangers of extensive use of pesticides, herbicides, etc.? (Consider: Chemicals versus farm profitability; chemicals versus food costs to the consumer; chemicals versus world food supply).

2) Plant and Animal Breeding.
   - How does it benefit agriculture?
   - How does the development of highly cultured, specialized stock and the eradication of more universal natural plant and animal species bode for the security of future food supplies?
   - What are the implications in terms of control of these stocks? Will multinationals or governments or international agencies ultimately be controlling these valuable resources?

3) Agricultural Use of Water.
   - Are agricultural uses of water (ground and surface) sound and/or sustainable?
   - What about our irrigation practices--how do they relate to soil erosion? What about the runoff (chemical residues)? Can improper irrigation result in the destruction of soil resources via salinization?
   - How have agricultural irrigation, drainage and deforestation affected indigenous wildlife, e.g., waterfowl?

Note: Invite a representative of "Ducks Unlimited" or other organization to speak to your class.

. Have students investigate whether the environmental concerns in Canada are different in any way from those in the United States within this region.

Conclusion

D. Changes in the Rural Landscape

. Conclude the section on agriculture by examining the social and cultural impact of changing agriculture on the rural landscape.

   - Have students interview parents, grandparents or older acquaintances from the farming community on the changes that have occurred in a specific place. These findings could be reported anecdotally. Suggested topics could include: farm size, mechanization, organization of local education, transportation, community spirit, recreation, shopping.
   - Student assignments based on statistics related to changing farm size, changing production volumes of various commodities, changes in the agricultural labor force, in farm capitalization, etc., are instructive. Translating statistics to graphs leads to easier interpretation of trends.

Note: Statistics Canada and the Canada Yearbook are helpful here.

Canada Land of Diversity, Clark, Wallace (Prentice-Hall) 1983, pp. 439 - 445, has a section on the business of farming; pp. 356-361, has a section on the loss of farmland to other land uses.

Across Canada, Hannell/Harshman (John Wiley and Sons), pp. 155-158, has a section on "Changes in Canadian Farming".

. Have students participate in a case study of a sequence of changing land-use over time, e.g. southern Ontario from subsistence to mixed farming to progressively more specialized, more intensive land use as economic and population pressures increased.

. In a special study have students examine the corporate involvement in agribusiness versus the traditional family farm.

- What is the position of the provincial and federal department of agriculture on these issues?...your own position?
- Invite representatives from the government departments or farm organizations such as the National Farmer's Union or the Canadian Farm Survival Association to address the social and economic issues.

Note: Films from the Department of Education which may be helpful in this area are:
1) "Changing Wheat Belt" (14 mins.)
2) "Where Have All The Farms Gone" (16 mins.)
3) "U. S. Food Machines" (56 mins.)

Topic 4: Overview of Other Human Economic Activities in the Agricultural Interior

- What other economic activities are important in the Agricultural Interior?

Note: The intent is to give this topic more of a "catalogue treatment" (what is where?) rather than a detailed study. (Reference should be made to the following economic activities: agricultural product processing, other manufacturing industries, non-metallic mineral extraction, and tertiary services associated with this region.)

Introduction

- Establish, through teacher input and class discussion, the advantages of a diversified regional economy as opposed to an economy that is too dependent on one sector such as agriculture.

Development

- Discuss, with the class, how the presence of a large agricultural region will influence other industries in the region both on the supply and marketing-processing side. Have students brainstorm examples of such industries. Summarize these.
    - Have students catalogue and/or map other economic activities of the region, e.g., mining, fisheries, tourism.
        - What are the spin-offs of such economic activities for the Agricultural Interior?
- By means of a field trip by individuals or groups, or by small group research projects, help students develop a greater understanding of the need and/or impact of one or more of the following:
    - farm supply industry such as a fertilizer plant or chemical distributor.
    - major farm machine retailer.

- farm equipment or implement manufacturing.
- flour mill.
- meat processing plant.
- sugar refinery.
- dairy processing plant.
- stockyards or cattle auction.

- Have individual or groups of students research and report their main findings on one of the following (with reference to this region):

  - Oil exploration and development.
  - Potash mining.
  - Athabasca Tar Sands.

Conclusion

- Illustrate the interrelatedness and interdependence between agriculture and the other economic activities.

- Have students examine the similarities and differences of other economic activities in Canada and the United States.

Topic 5: Current Issues Within the Region

- What is the impact of the Canada/U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt with in the last unit.)

Introduction

- Have students consider the idea that the region spans two countries, though it is often thought of as two separate entities.

  - To what extent does the boundary (between Canada and the U.S.) divide the region? How is the region different on one side from the other? ...how is it similar?
  - What impact does the boundary have?

Development

Note: Identify (perhaps even with suggestions from students) a contemporary issue or event relevant to the region. It is important that the topic be current (and perhaps even controversial) to give students an opportunity to apply their recently acquired knowledge of the region as well as their skills. It is important that the teacher structure the issue so that it can become a worthwhile learning experience for students.

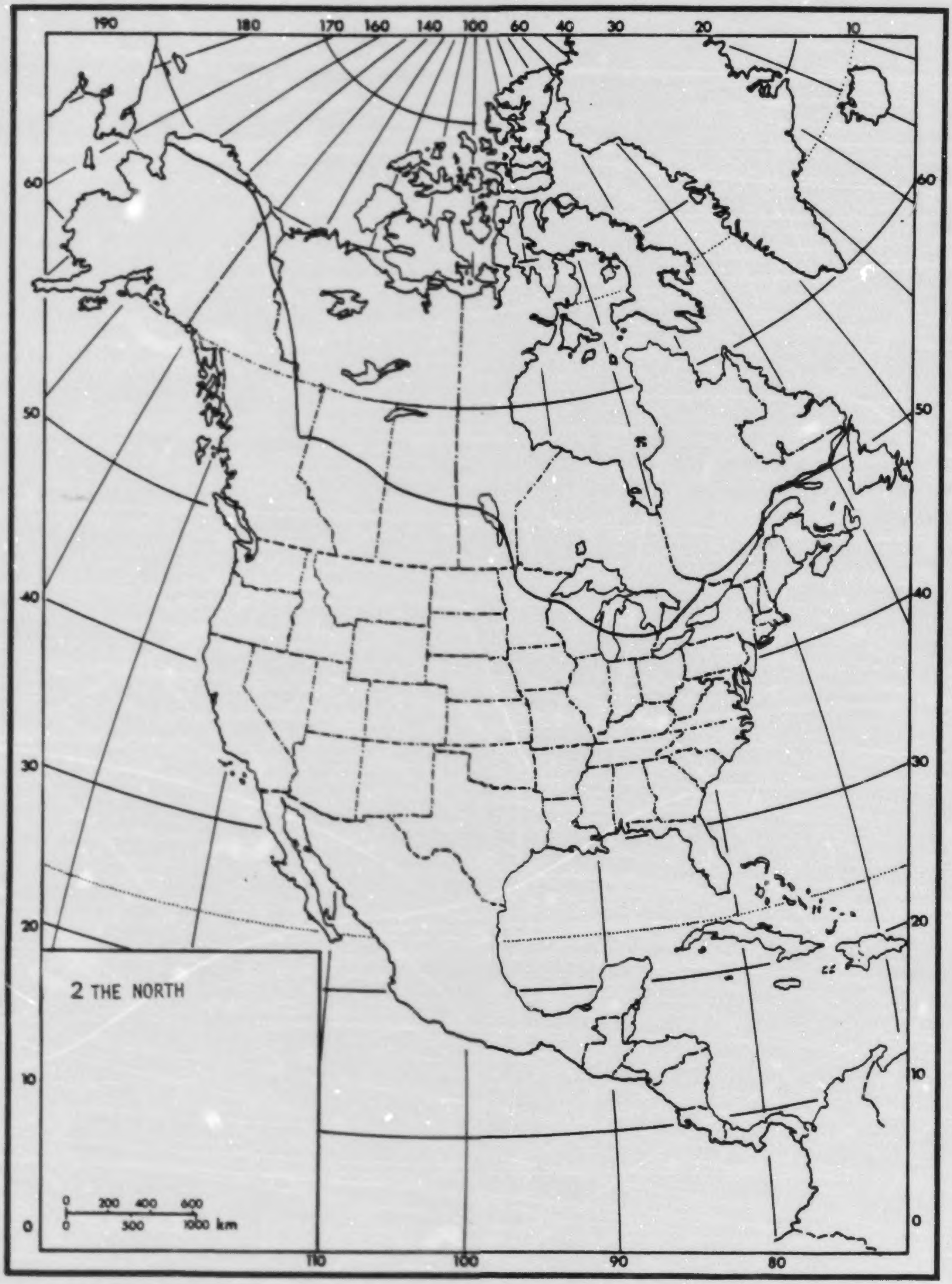
- Involve students in monitoring the media to assist in gathering and cataloguing the materials on the topic selected.
    - After materials have been assembled, involve students in a fact-finding assignment, to ensure that they have a grasp of the basic issue.
    - Through a debate, mock interviews, role play, or panel discussion increase the student's awareness of the issue.

Note: Role playing is particularly suggested because the personalities (actual or representative) are often known to students. Having to deal with an issue from the perspective of an involved protagonist rather than as a passive onlooker introduces new insights.

- During and after the interaction the teacher will need to help students organize and consolidate the facts into valid conclusions and/or recommendations. Consider the political, economic and social concerns both within the region, or which may be affected by factors from the outside, that could have implications for the region.

Conclusion

Note: If there is a logical and accessible person, group, agency or corporation whom the class could address (in person, via letter, via representative) on the issues, and if the deliberations of the class are of some essence, then this opportunity should be taken. Students will benefit by involving themselves in the social and political process in a concrete way.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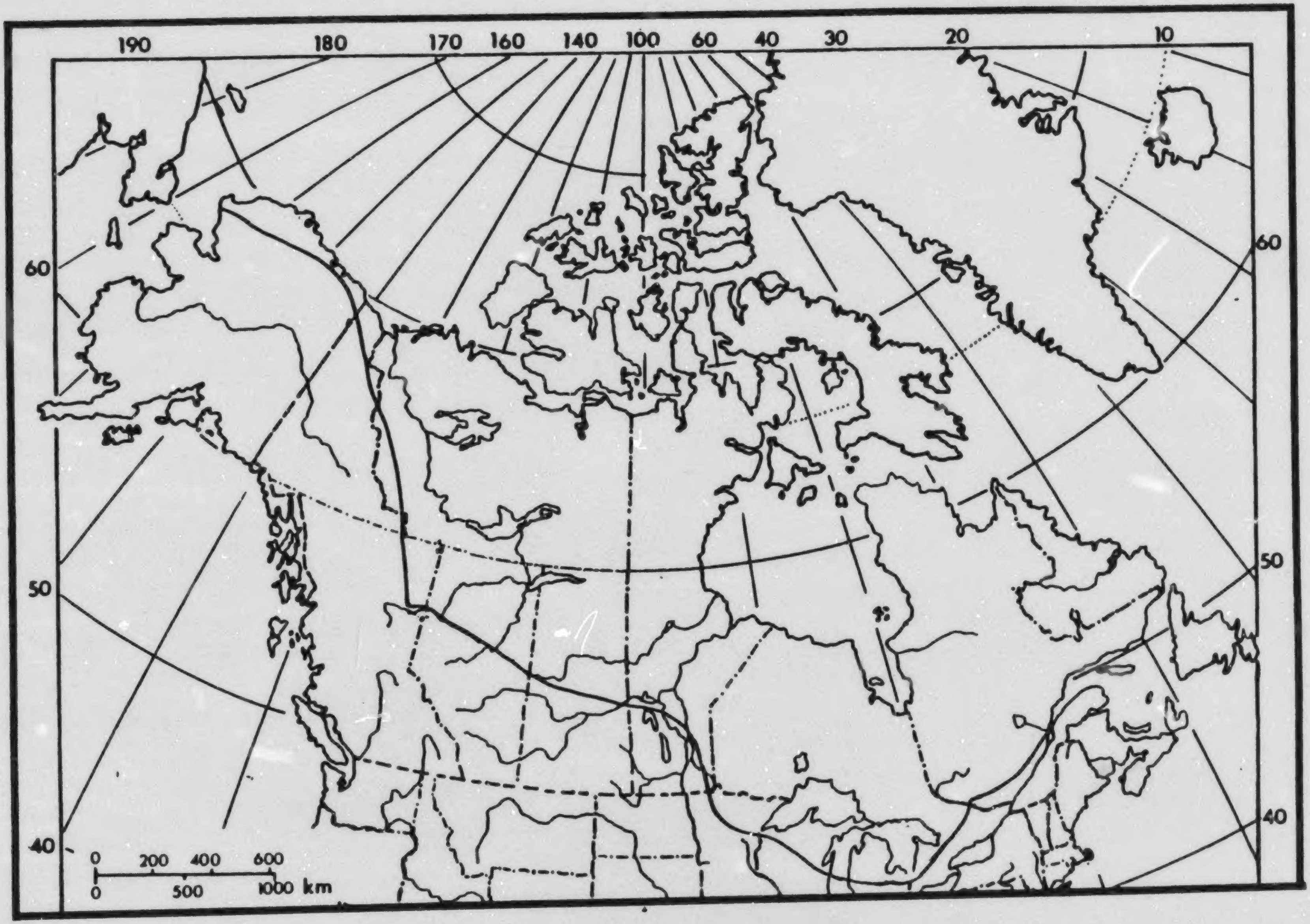
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UNIT III - THE NORTH

UNIT III OVERVIEW

Theme: Resource Development and Management

The primary intent of this unit is to examine the process of natural resource development and the concept of resource management. Because the life of the people of the North depends so much on four resources: namely, the forest resources, the geological resources, the water resources, and wildlife resources, the study will focus primarily on the development and management of these resources.

The second intent is to focus on "living in the North" through examining issues such as communication, transportation, isolation, role of governments, land claims, and acculturation.

Note: Both the boreal forest and the non-forested (tundra) areas of the North are to be examined, but could be dealt with as sub-regions.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Defining the North

   - Where is the region located? Where is the Canada/U.S.A. border located within the region?
   - What criteria are used to define the region?
   - What conditions (human and/or physical) undergo transition at the boundaries?
   - What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)

2. The Forest, Geological, Water, and Wildlife Resource Base

Note: The intent is to examine and focus on the following:
   a) Forestry (pulp and paper)
   b) Mineral Extraction (metals and fossil fuels)
   c) Water (hydro)
   d) Wildlife (hunting, fishing, trapping)
- Why is each of the above a resource?
- Where is each being developed?
- What is the production process?
- What are the environmental impacts?
- What is the impact of resource development on the population?
- What is resource management?
- What are the implications of resource management?

3. The Peoples of the North

   - Who are the peoples of the North?
   - How is life changing in the North?

- What are the implications of the changes?
- What are some problems that are unique to settlements of the North?

Note: Include both Native and the non-Native peoples. Consider the following: traditional activities, migration, communication, transportation, isolation, role of government, land claims, acculturation, cost of living, education.

4. Current Issues Within the Region

- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt with in the last unit.)

TOPIC 1: DEFINING THE NORTH

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- . identify the extent of the region and the appropriate criteria which define the region.
- . recognize the physical and human conditions that undergo transition at the "edge" of the region.
- . identify patterns for the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and water resources.)
- . identify the sub-regions of the North.

Thinking and Research Skill Objectives. The students should be able to:

- . research resources to identify and establish an "edge" for the region and also to identify the physical elements within the region.
- . examine the human and physical factors which experience transition at the "edge" of the region.
- . explain the basis for establishing two basic sub-regions of the North.

Attitude and Value Objectives. The students should be able to:

- . evaluate the criteria chosen to describe the region.

Social Participation Objectives. The students should be able to:

- . plan and carry out an activity which illustrates the importance of the North to the people of Canada and/or North America.

TOPIC 2: THE FOREST, GEOLOGICAL, WATER, AND WILDLIFE RESOURCE BASE

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the importance of forests, minerals, water and wildlife as resources of the North.
- recognize important economic activities and their location in the North, e.g., pulp and paper production, mineral extraction, fossil fuel extraction, hydro electric generation, hunting, fishing and trapping.
- define "resource development" and "resource management".
- identify the impact of resource development on population.
- recognize the environmental impact of the economic activities.

Thinking and Research Skill Objectives. The students should be able to:

- research the resource base potential for the economic activities.
- examine why the industries in the North are located where they are.
- gather information from various sources on the production processes.
- compile information on the environmental impact of the resource development.

Attitude and Value Objectives. The students should be able to:

- discuss the impact of resource development on the population, i.e., social, political, psychological, etc.
- discuss the beneficial and harmful aspects of resource management in the North. (Consider both present and future.)
- discuss the multiple use of the same resource base.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity (e.g., field trip, flow chart, etc.) which demonstrates an awareness of one or more of the following:
  - an economic activity/process of the North.
  - resource development/management.

TOPIC 3: THE PEOPLES OF THE NORTH

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the peoples of the North and where they live.
- recognize the changes that are occurring in the North and the implications for the people living there.
- identify unique problems experienced by northern settlements.

Thinking and Research Skill Objectives. The students should be able to:

- read and interpret maps related to population distribution, economic activities, etc., of the North.
- research a variety of resources (e.g., newspaper and magazine articles, television, etc.) to determine the changes occurring in the North.
- research the problems encountered by northern communities.

Attitude and Value Objectives. The students should be able to:

- discuss the implications of changes occurring in the North and the implications of these changes. (Consider the views of both the Native and non-Native peoples.)
- suggest some possible solutions to the problems of the North.

Social Participation Objectives. The students should be able to:

- plan a group activity which develops a greater awareness of the changes and problems encountered by the people living in the North, e.g.,

    - a hypothetical tour.
    - an interview with someone who has lived in the North.
    - a debate on a Northern issue.

TOPIC 4: CURRENT ISSUES WITHIN THE REGION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the impact that the Canada/U.S.A. border has on the region's economic and social activities.
- identify contemporary issues/events within the region, e.g., political, economic, or social (include external) factors that have implications for the region.

Thinking and Research Skill Objectives. The students should be able to:

- gather information on contemporary issues/events from newspapers, magazines, television, etc., and research the implications of the issue for this region.

Attitude and Value Objectives. The students should be able to:

- discuss the implications of a contemporary issue/event for a local area of the region or for the region as a whole.

Social Participation Objectives. The students should be able to:

- plan a group activity (ies) which demonstrates an awareness of the issue/event; e.g.,
  - a presentation to an appropriate group (town council, community council, etc.)
  - preparation of a brief on an issue and presenting it to an appropriate group.
  - development of a fact-finding research paper on an issue.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 1: Defining the North

- Where is the region located? Where is the Canada/U.S.A. border located within the region?
- What criteria are used to define the region?
- What conditions (human and/or physical) undergo transition at the boundaries?
- What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)

Introduction

- Review with students which criteria were the most important in establishing the limits of this regions (from Unit I).
  - Which physical or cultural criteria extend across the region's "edge" into adjacent regions?
  - Where is the region's "edge" not clearly defined?...where is the transitional area most clearly defined?
- Identify the two subregions, i.e., the Arctic and the Subarctic.
  - By referring to maps of the region, have students point out which criteria were used to subdivide the region.
  - Have students put forward arguments for or against the entire region being treated as one region as opposed to treating the two subregions as separate regions.

Development

- Have students complete a map(s) illustrating the major landscape and drainage features and settlements within the region.
  - Compare the location and extent of the North on this continent with the comparable regions in Europe and Asia.

Note: The films, "Precambrian Shield" (18 min.), and "Hudson Bay Lowlands" (24 min.), available from the Department of Education, would be suitable to introduce this region. The Teachers' Guides outline a number of activities.

- What is permafrost? How does it affect construction?...drainage? ...vegetation and soils?...transportation?

Note: The film, "A Northern Challenge" (24 min.), Department of Education, illustrates the implications of a short summer season and permafrost on the construction of an airstrip.

- Have several students research the impact that insects, particularly blackflies and mosquitoes, have on the people of this region and report their findings to the class.

Conclusion

Note: The North, because of its long shoreline, and its vaguely defined sovereign limits is a good unit in which to pursue the concept of how far the "edge" of a sovereign nation extends.

- Briefly summarize the main aspects of the "edge" concept from Unit I.
  - To bring out the complications and difficulties that arise when "defining the edge" which involves more than one country, have students participate in the role play "Arctic Sovereignty".

Role Play entitled "Arctic Sovereignty"

Background: Most Canadians are unaware that we are not alone in the Arctic - that other nations are interested in the Arctic for economic and strategic reasons.

Purpose: The role play is designed to heighten awareness that:
(i) we have neighbours to the North.
(ii) we maybe ought to place a higher national priority on northern affairs.
(iii) in order to exercise sovereignty over an outlying region, Canada will need to take its claim more seriously.
(iv) Canada's negotiating position vis-a-vis the Arctic could be a difficult one.

Organization:
(i) Introduce the issues related to sovereignty.
(ii) Present "Arctic Scenario" as follows:

"It is 5 years from now. Three major oil spills have occurred in the Arctic Ocean over the past decade, resulting in drastic pollution on the shores of some Canadian islands.

The Soviets have refined the technology of drilling for oil in the ice-laden Arctic Ocean, as have the Americans. Sweden and Denmark are demanding their share of oil rights in international waters. Canada has done considerable drilling on the continental shelf.

Now in August an American oil tanker carrying oil from Alaska and headed for Boston has run into and demolished a Soviet drilling rig. Tension is high.

The Secretary of the U.N., fearing another international crisis, has called an emergency meeting to be attended by one high ranking diplomat from each of the five countries bordering the Arctic Ocean. The Secretary insists that in order to prevent such incidents from recurring, the five nations concerned immediately divide the ocean into "zones of interest", within which each country will have supervisory powers and the right to any resources to be found there."

(iii) For a class of 30 students, select 5 U.N. moderators and divide the remaining students into 5 equal groups, each representing one of the following countries: Canada, Norway, USSR, Denmark (Greenland), USA (Alaska).

(iv) Give each group a minimum of 40 minutes to complete as much research as possible on the country they are representing at a United Nations hearing. The following guideline may be used.

Country: ______________________

Each group will be permitted to put forward any arguments which would support their claim for a "zone of interest" in the Arctic Ocean. The following outline is given to assist each group in preparation.

a) Your country's vital statistics:

- total area
- major resources
- major industries
- per capita income (standard of living)
- total population
- population density
- political alignments

b) Does your country have historic claims in the far North?

- voyages through the Arctic Ocean or parts of it
- exploration on land
- expeditions to the North Pole
- research stations on land or ice in the Arctic

c) Does your country have need of sovereign control over the Arctic Ocean or part of it?

- for strategic or security reasons
- for environmental protection reasons
- because of the resources found or probable in the region

d) Does your country have the ability to make use of a portion of the Arctic Ocean?

- in terms of wealth
- in terms of technology
- in terms of manpower
- in terms of past expertise - navigation or development
- in terms of properly supervising the area and enforcing regulations and sovereignty

(e) In view of all this, what percentage of the Arctic Ocean would you consider a "fair share" for your country? ____%

(v) While the groups are doing their research, the U.N. moderators should be briefed and then prepare for the negotiating sessions on the following day at the United Nations:

- Establish groups, each group containing one U.N. moderator, and one representative from each of the five countries.
- The groups will be negotiating simultaneously with the U.N. moderators chairing the meetings, under the following guidelines:
  - 10 minutes (each country announces its claim and rationale)
  - 10 minutes (for questions, discussion, clarification, reaction)
  - 10 minutes (to negotiate how the total claim should be alloted)
  - 5 minutes (for each moderator to indicate on a map the proposition agreed on)

(vi) Display and compare the maps each group has negotiated.

(vii) Analyze the process, drawing analogies to such negotiations in the real world.
- How would Canada fare in such a situation? Why?

(viii) Evaluate the process with the students. How did they feel?

. An alternate way to introduce students to a variety of northern topics is to assign each student to do a periodical review of an article on the North, (e.g., National Geographic). Have them read, summarize and critique the article according to your expectations. Then, to give each student more scope than just his or her own article, have students report orally to each other in smaller groups of 4-6 students. Establish a clear format for these oral reporting sessions so students do more than read their written reports. Unless the teacher wishes to hear the proceedings of each group, these presentations can be held simultaneously.

. To focus on the interrelatedness of the physical environment, refer to student maps (from Units I & III) and maps from atlases or textbooks. Have students note patterns in and relationships among the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and drainage features.)

Note: The film "The Living Arctic" (56 min.), Department of Education, illustrates the intricate adaptation of plant and animal life to their arctic environment.

- In small groups have students discuss:
  a) How are each of the above elements a resource to humans?

b) Why is it important for humans to understand each element as well as possible?
c) Which elements can be controlled or improved as a resource to humans?

Topic 2: The Forest, Geological, Water and Wildlife Resource Base

Note: The intent is to examine and focus on the following:
a) Forestry (pulp and paper)
b) Mineral Extraction (metal and fossil fuels)
c) Water (hydro)
d) Wildlife (hunting, fishing, trapping)

- Why is each of the above a resource?
- Where is each being developed?
- What is the production process?
- What are the environmental impacts?
- What is the impact of resource development on the population?
- What is resource management?
- What are the implications of resource management?

Introduction

- Establish with your students an understanding of the concepts of resource, resource development and resource management (from Unit I).

- Discuss the idea that this region typifies Canada, a country that has prospered to a large extent via resource development and extraction.

    - How have we utilized resources in the past?
    - What are our policies and practices today?
    - In what ways is ours a resource based economy?
    - What implication does this hold for the future?
    - How is the entire North American economy tied into the northern resource base?

Development

- This topic has four subsections: forests, minerals, water and wildlife. Below is outlined one option that represents a more integrated approach.
    - Graphic project: Divide the class into four groups. Assign each group, one of the four resource areas. Within each group have students subdivide the topic so that each student has to develop a specific subtopic.

Note: The teacher should be involved in the process of establishing the subtopics for each resource, to ensure that the objectives for the unit will be met.

The focus should be on the questions outlined in Topic 2, but the presentation should be as graphic as possible.

a) Forestry (pulp and paper). Suggested subtopics:
   - i) What is the resource? Why is it a resource? Where is the resource located? (Include maps, locational factors, etc.)
   - ii) What is the production process? (flow charts - from forest to product; the pulp and paper mill)
   - iii) What forms do the finished products take? (A collection of paper samples - categorized according to use, texture, strength, value, etc.)
   - iv) What are the environmental impacts? (Illustrate with specific examples.)
   - v) What is the impact of resource development on the population? (include lifestyle.)
   - vi) What is resource management? What are the implications? What are the future prospects of this industry?

     Note: The following films may be useful (available from the Department of Education):
     - "Another Side of the Forest" (20 min.)
     - "Forest Regions of Canada" (17 min.)
     - "The Forest Watchers" (25 min.)
     - "The Foresters" (14 min.)

b) Mineral Extraction (metals and fossil fuels). Suggested subtopics:
   - i) What is the resource? Why is it a resource? Where is the resource location? (Include maps, locational factors, etc.)
   - ii) What is the production process? (Open pit and underground mining; off-shore mining; flow charts which show prospecting to marketing, mineral refining.)
   - iii) What forms do the finished products take? (A collection of samples of finished products - categorized according to use, importance, etc.)
   - iv) What are the environmental impacts? (Illustrate with specific examples.)
   - v) What is the impact of resource development on the population? (Include lifestyle.)
   - vi) What is resource management? What are the implications? What are the future prospects of this industry?

     Note: The following films may be useful.
     - "Miner" (19 min. - Department of Education)
     - "Noranda" (30 min. - N.F.B.)

     also,
     - Mining: What Mining Means to Canada (booklet available from The Mining Association of Canada, 20 Toronto, St., Toronto, ON, M5C 2C2)
     - Mining "Ghost Towns" (Canada and the World Magazine, Jan. 1983)
     - North America (McGraw Hill) p. 148-155 (case study of the Inco Nickel mine at Thompson.)

c) Water (hydro). Suggested subtopics:

- i) What is the resource? Why is it a resource? Where is the resource located? (Include major drainage basins and compare.)
- ii) What is the production process? (Diagram of dam and hydro electric power station, and explanation of how it works, flow chart from dam to home or industry.)
- iii) What is the importance of hydro electricity in Manitoba?...in Canada?...in the USA?...of thermal power? What impact has electricity had on the lifestyle of people in Manitoba?...in North America?
- iv) What are the environmental impacts? (Illustrate with specific examples.)
- v) What is the impact of resource development on the population? (Include lifestyle.)
- vi) What is resource management? What are the implications? What are the future prospects of this industry?

  Note: A number of films, booklets and maps are available from Manitoba Hydro and Quebec Hydro.
  - Film: "Power in Perpetuity", 22 min., (Department of Education), on the development of Churchill Falls, Labrador.
  - Moreland-Latchford in their series of filmstrip-cassette combinations on energy has an excellent filmstrip on hydro-electricity, including diagrams and explanations of its production and its advantages and disadvantages as compared to thermal production.
  - National Geographic "Quebec's Northern Dynamo" by Larry Kohl (March 1982, pp. 406-418), is an excellent article on the La Grande River project.

d) Wildlife (hunting, fishing, trapping). Suggested subtopics:

- i) What is the resource? Why is it a resource? Where is the resource location? (Include commercial and sport.)
- ii) What methods/processes are used to make the resource useful to humans? (Flow charts could be useful.)
- iii) What forms do the finished products take? (Categorize according to use, value, etc.)
- iv) What are the environmental impacts? (Illustrate with specific examples.)
- v) What is the impact of resource development on the population? (Include lifestyle.)
- vi) What is resource management? What are the implications? What are the future prospects of this industry? (Include an investigation of hunting, trapping and fishing laws and regulations, as well as the concept of parks.)

Note: Films on conservation, tourists and commercial northern fishing would be useful.

- When students understand their assignment, instruct each group to prepare a graphic project that will communicate the essentials of the topic. Students will be involved in research, design and production. If the group is large, appoint a student co-ordinator.
- When research, design and production are complete, stage a mini-science fair for each of the four topics. For instance, when the "forest" group has set out its project, have the remaining class members visit the display in groups. Oral presentations could accompany each display. To encourage better listening and observation, the teacher may require "travelling" students to take brief notes to be discussed or submitted, or may wish to evaluate students on what they have learned, formally or otherwise.
- The same project could result in written research papers or oral reports to the class followed by questions and discussion. The advantages of the graphic is that it encourages meaningful communication during presentation. Also, all class members are thereby exposed to all areas of research.

Conclusion

- Have students debate a topic similar to the following: "Jobs and products are more important than the environment".
- Invite representatives from the National or Provincial Parks departments to speak to the class.
- Have students interview local people who have lived in the North and/or worked in a resource industry.
- Plan a field trip to a mine, a hydro site, a pulp and paper mill, or a wildlife conservation area.

Note: Canada: Land of Diversity (Prentice Hall), pp. 207, has a "study tour" format for mining, forestry and hydro development in the near North. (This could serve as a teaching unit or as a model for student work using other sources.)

Topic 3: The Peoples of the North

- Who are the peoples of the North?
- How is life changing in the North?
- What are the implications of the changes?
- What are some problems that are unique to settlements of the North?

Note: Include both Native and non-Native peoples. Consider the following: traditional activites, migration, communication, transportation, isolation, role of government, land claims, acculturation, cost of living, education.

Introduction

- Have students examine a population distribution map of the North and suggest reasons for:
    - the widely scattered settlements.
    - the clustered population distribution in the subarctic.
    - the greater density along the southern fringe of the region.
    - the east-west density differences.

- Have students prepare a map showing the areas occupied by various Native and Inuit groups.
    - Develop graphs illustrating the relative breakdown of White, Native and Inuit populations in various regions of the North.

Development

- Examine the differences in relationship to land of Native and Inuit cultures as compared to the White cultures.
    - How do the values held by each culture toward land-holding differ?...toward the environment?...toward time?
    - Identify situations where the different cultures will come into conflict. (Give specific examples.) Are there ways that these conflicts can be resolved?
    - Identify current native land claims. Why are these claims being made? What conflicts are being encountered by the groups involved? What progress has been made? How might these claims be resolved?

- Have students document changes that are taking place in the lives of northerners. (Include Native, Inuit and White.)
    - Which would be considered "good" changes?...bad changes?...by whom? (Examine changes in communication, transportation, education, employment, lifestyle, government.)

Note: Some films which may be suitable are: (available from the Department of Education.)

- "The North Has Changed"	(27 min.)
- "Accessible Arctic"	(24 min.)
- "James Bay"	(28 min.)
- "Fort Good Hope"	(47 min.)

Conclusion

- Have students debate issues similar to the following:
    - The Eastern and the Western Arctic should each have their own separate territorial governments.
    - The sooner the territories achieve provincial status, the better.

Note: Canada and the World, January, 1983 contains an article entitled "Northwest Territories Division."

- Divide the class into small groups. Assign each group a hypothetical tour route and itinerary, taking them to various locations in the North.
    - Have each group gather as much information as possible on the travel and accommodation for their tour. (Include means of transportation, schedules, distances, costs, things to be seen, etc.)

Note: Students could utilize the services of travel agencies, airlines, government travel bureau, and other sources. The exercise should emphasize some of the effects of isolation experienced by northern communities.

Topic 4: Current Issues Within the Region

- What is the impact of the Canada/U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt with in the last unit.)

Introduction

- Have students consider the idea that the region spans two countries, even though it is often thought of as two separate entities.
    - To what extent does the boundary (between Canada and the U.S.) divide the region? How is the region different on one side from the other?...how is it similar?
    - What impact does the boundary have?

Development

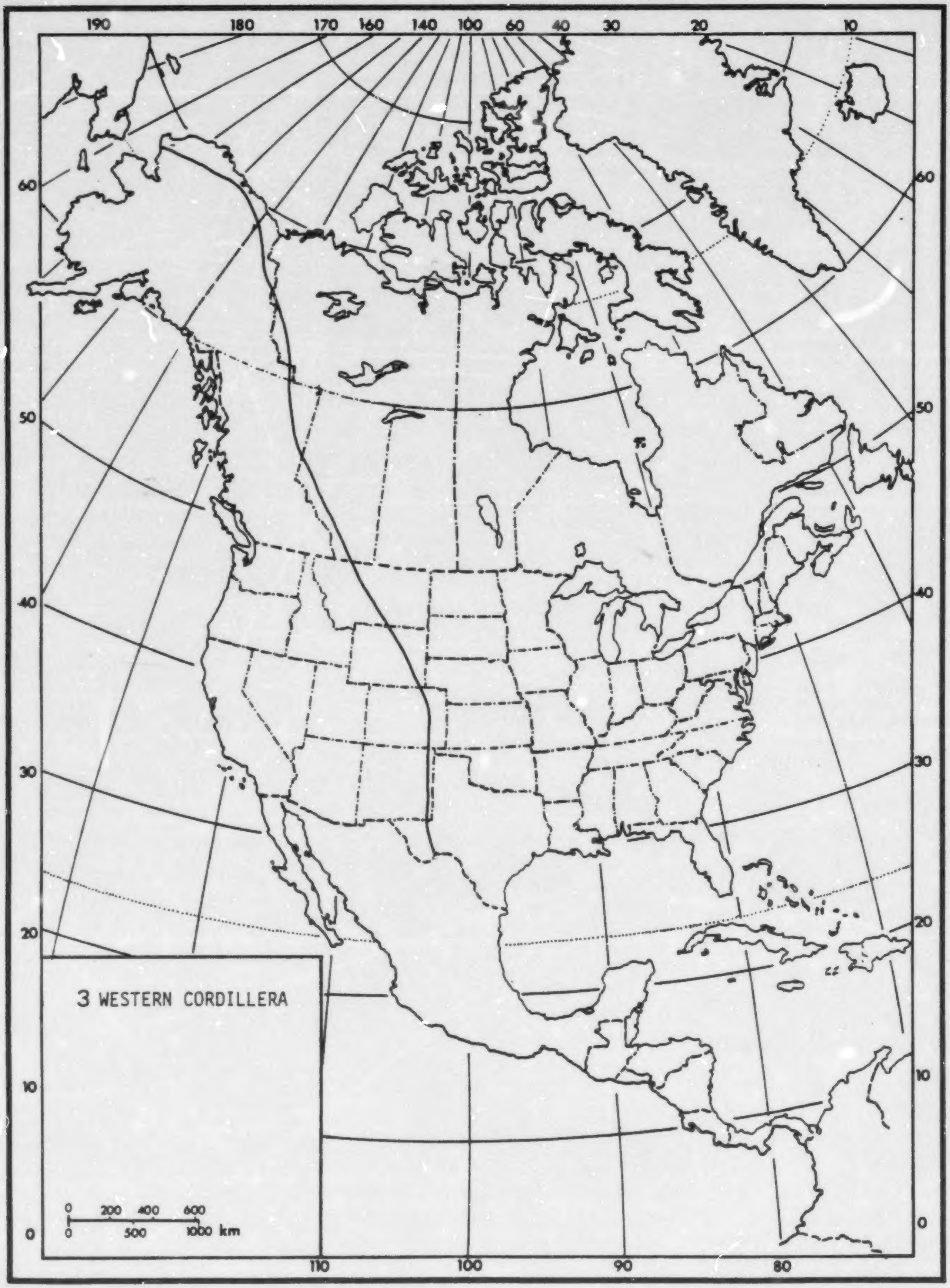
Note: Identify (perhaps even with suggestions from students) a contemporary issue or event relevant to the region. It is important that the topic be current (and perhaps even controversial) to give students an opportunity to apply their recently acquired knowledge of the region as well as their skills. It is important that the teacher structure the issue so that it can become a worthwhile learning experience for students.

- Involve students in monitoring the media to assist in gathering and cataloguing the materials on the topic selected.

- After materials have been assembled, involve students in a fact-finding assignment, to assure that they have a grasp of the basic issue.
- Through a debate, mock interview, role play, or panel discussion, increase the student's awareness of the issue.
- During and after the interaction the teacher will need to help students organize and consolidate the facts into valid conclusions and/or recommendations. Consider the political, economic and social concerns both within the region, or which may be affected by factors from the outside, that could have implications for the region.

Conclusion

Note: If there is a logical and accessible person, group, agency or corporation whom the class could address (in person, via letter, via representative) on the issues, and if the deliberations of the class are of some essence, then this opportunity should be taken. Students will benefit by involving themselves in the social and political process in a concrete way.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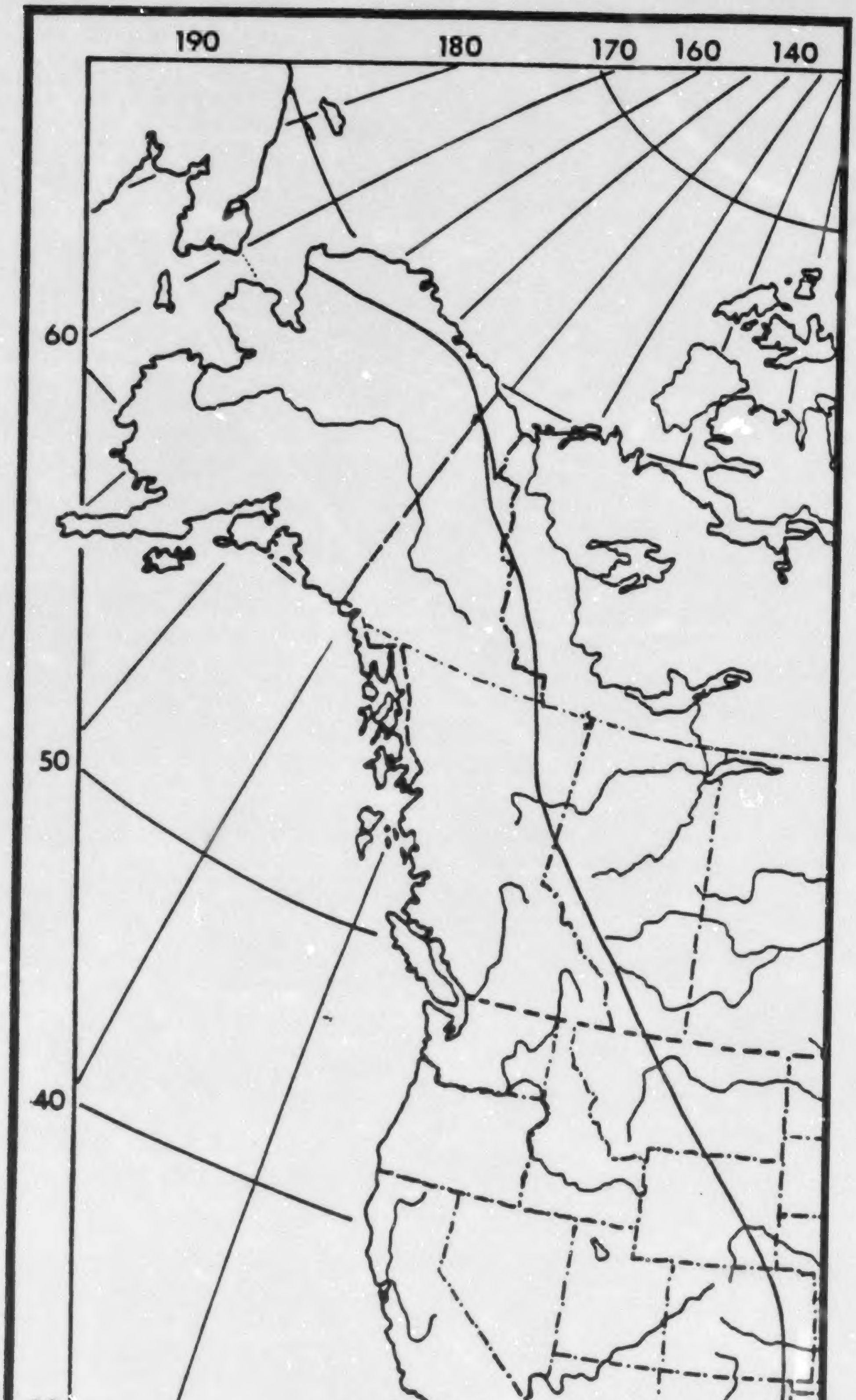
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UNIT IV WESTERN CORDILLERA

UNIT IV OVERVIEW

Theme: The Impact of Topography

The primary intent of this unit is to examine how a mountainous topography can play such a dominant role in the human activities of this region. The unit also focuses on mountain building and erosion forces, as well as the effects that mountains can have on climate, vegetation, transportation and settlement patterns.

A second intent is to examine the development of the resource base of this region, specifically the lumber industry based on the forest resource, the specialized agriculture based on the rich soils of the valleys, and the tourist industry based on the climate and scenery.

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Defining the Western Cordillera

   - Where is the region located? Where is the Canada/U.S.A. border located within this region?
   - What criteria are used to define the region?
   - What conditions (human and/or physical) undergo transition at the boundaries?
   - What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
   - How can each of these be viewed as resources?

2. The Evolution and Dominance of Mountain Landscape

   - What are the mountain building processes? Consider the following: plate tectonics, folding, faulting and volcanism.
   - What are the processes of mountain erosion? Consider the following: weathering, glaciation, erosion, transportation and deposition of materials.
   - What are the effects of mountains on climate, vegetation, transportation, and settlement patterns?

3. The Resource Base

   a) Forestry

   - Where is the lumber industry concentrated in this region? Why?
   - How is the lumber processed?
   - How does the lumber industry affect the environment?

b) Specialized Agriculture

- What is specialized agriculture?
- Where is it concentrated?
- What kinds of specialized agriculture are located in this region? Why?
- How does specialized agriculture affect the environment? Consider the following: terracing, resource use conflicts, (i.e., fertilizer, herbicide and pesticide run off), urbanization, irrigation, domestic water use, transportation corridors.

c) Tourism

- Why is this region attractive to tourists? What are the implications? Consider the following: climate, scenery, perception of users (i.e., skiers, photographers, artists, back packers) and parks.
- What areas within this region have become retirement areas? Why? What are the implications?

4. Other Economic Activities

- What other economic activities are located in this region? Consider the following: ports, trade, transportation, pulp and paper, fishing, mining, hydro. (Note that some of the above have been dealt with in detail in earlier units, and some will be dealt with in later units.)

5. Current Issues Within the Region

- What is the impact of the Canada-U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic and social issues, particularly those being affected by factors from outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt with in the last unit.)

TOPIC 1: DEFINING THE WESTERN CORDILLERA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- . identify the extent of the region and the appropriate criteria which define the region.
- . recognize the physical and human conditions that undergo transition at the "edge" of the region.
- . identify patterns for the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil, and water resources.)

Thinking and Research Skill Objectives. The students should be able to:

- research appropriate resources to identify and establish an "edge" for the region and also to identify the physical elements within the region.
- outline how both the human and physical factors experience transition at the "edge" of the region.
- summarize the interrelationships among the elements of the physical environment.

Attitude and Value Objectives. The students should be able to:

- evaluate the criteria chosen to describe the region.
- evaluate which elements of the physical environment constitute a resource.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which illustrates the importance of the Western Cordillera to the people of Canada and/or North America.

TOPIC 2: THE EVOLUTION AND DOMINANCE OF MOUNTAIN LANDSCAPE

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize mountain building processes and the processes involved in weathering and erosion.
- recognize the effects of mountains on climate, vegetation, transportation, and settlement patterns.

Thinking and Research Skill Objectives. The students should be able to:

- explain the forces responsible for mountain building processes and the forces responsible for sculpturing mountains.
- research sources to illustrate the effects of mountains on climate, vegetation, transportation, and settlement patterns.

Attitude and Value Objectives. The students should be able to:

- interpret past events and apply these to the continuing development of the topography of the Western Cordillera.
- discuss the extent to which mountains can be expected to determine transportation and settlement patterns in the future.

Social Participation Objectives. The students should be able to:

- plan a group activity which illustrates one of the following:

- a mountain shaping process (building or wearing down).
- effects of mountains on either climate, vegetation, transportation or settlement patterns.

TOPIC 3: THE RESOURCE BASE

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- . identify the areas where the lumber industry is concentrated and recognize the factors for this concentration.
- . recognize how lumber is processed.
- . recognize how the lumber industry affects the environment.
- . define and locate specialized agriculture and recognize the reasons for their location.
- . identify some of the different kinds of specialized agriculture and recognize the reasons for their location.
- . identify the effects of specialized agriculture on the environment.
- . identify the factors which are responsible for attracting the tourist industry and for the development of retirement areas.

Thinking and Research Skill Objectives. The students should be able to:

- . gather data from a variety of sources, e.g., maps, graphs, statistics, etc., on the significance of the lumber industry, specialized agriculture, tourism and retirement areas to this region and to surrounding regions.

Attitude and Value Objectives. The students should be able to:

- . discuss the implications of community-dependence on a single economic activity, e.g., lumber, tourism, mining.
- . discuss the environmental effects resulting from a lumbering industry, specialized agriculture, tourism and the implications for the people in the immediate and surrounding area.
- . discuss the implications when a tourist resort and/or a retirement development locates in an area.

Social Participation Objectives. The students should be able to:

- . develop a group activity(ies) which creates a greater awareness of a topic such as the following:
    - conservation techniques in the lumber industry.
    - resource use conflict.
    - the purpose of and need for Parks (local, provincial/state, national).

TOPIC 4: OTHER ECONOMIC ACTIVITIES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify other important economic activities within the region.

Thinking and Research Skill Objectives. The students should be able to:

- research the importance of other economic activities to the region as well as to areas beyond the region.

Attitude and Value Objectives. The students should be able to:

- discuss and evaluate the significance of the other economic activities to the people of this region and to people living beyond this region.

TOPIC 5: CURRENT ISSUES WITHIN THE REGION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the impact that the Canada/U.S.A. border has on the region's economic and social activities.
- identify contemporary issues/events with the region, e.g., political, economic, or social (include external) factors that have implications for the region.

Thinking and Research Skill Objectives. The students should be able to:

- gather information on contemporary issues/events from newspapers, magazines, television, etc., and research the implications of the issue for this region.

Attitude and Value Objectives. The students should be able to:

- discuss the implications of a contemporary issue/event for a local area of the region or for the region as a whole.

Social Participation Objectives. The students should be able to:

- plan a group activity(ies) which demonstrates an awareness of the issue/event; e.g.,
    - a presentation to an appropriate group (town council, community council, etc.).
    - preparation of a brief on an issue and presenting it to an appropriate group.
    - development of a fact-finding research paper on an issue.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 1: Defining the Western Cordillera

- Where is the region located? Where is the Canada/U.S.A. border located within this region?
- What criteria are used to define the region?
- What conditions (human and/or physical) undergo transition at the boundaries?
- What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
- How can each of these be viewed as resources?

Introduction

Note: Use books identified in Unit I, until the Oxford text is available.

. Review with students the criteria which were most important in establishing the limits of this region (from Unit I).

  - Which physical or cultural criteria extend across its "edge" into adjacent regions?
  - At which points around the region's "edge" is that limit most clearly defined?...least clearly defined?
  - Why is this region characterized by such diversity over short distances? What implications does this have about making generalizations about this region as a whole?

. Have students complete a map or series of maps illustrating the boundaries, the major landscape and drainage features, and settlements within the region.

Development

. Using topographic map sheets and/or stereograms, carefully selected to represent typical landscapes of the region, have students analyze the physical and cultural features and their interrelationships. Prepare structured assignments requiring both identification and interpretation of the landscape. Interpretation is facilitated by having students work in groups of two.

  - In discussing the landscape, highlight:
    - the patterns visible in student maps (from Units I & IV).
    - the people-land relationships illustrated on the topographic maps.

  - specific features unique to the region: fault block mountains, fold mountains, faulted valleys (graben), fiords, horns, U-shaped valleys, playa lake beds, volcanic peaks, plateaus, etc.
  - to help students visualize relief as symbolized on a topographic map, and to give them opportunity to look closely at a particular landscape feature, have them do a profile (cross cut, vertical cross section) of the slopes along a power transmission line or pipeline right-of-way or some other straight line route.

. From the list of climate controls introduced in Unit I, select those that are of particular significance to this region (e.g., marine effect, mountain barriers, elevation, prevailing winds).

  - Have students research and summarize the distinctive characteristics of the region's climate.
  - Using a selection of standardized climographs from various localities in the region, have students illustrate the distinctive climatic characteristics and the climatic variation within the region. (The latter is quite important in view of the extreme contrasts between coastal and inland, north and south in this region.)
  - Examine some of the micro climates of this region, e.g., rainforests of the West Coast; desert conditions of Death Valley, California; variable climates of specific mountain ranges.

Conclusion

. Refer to student maps (from Units I & IV) and maps from atlases or textbooks.

  - Have students note patterns in and the relationships between the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil, and drainage features).
  - In small groups have students discuss:
    - how is each of the above elements a resource to humans?
    - why is it important for humans to understand each element as well as possible?
    - which elements can be controlled or improved as a resource to humans?

Topic 2: The Evolution and Dominance of Mountain Landscape

- What are the mountain building processes? Consider the following: plate tectonics, folding, faulting and volcanism.
- What are the processes of mountain erosion? Consider the following: weathering, glaciation, erosion, transportation and deposition of materials.
- What are the effects of mountains on climate, vegetation, transportation, and settlement patterns?

Introduction

. Introduce students to the influence of mountain topography by relating it to an experience that perhaps some students may have had.

  - Compare the driving distance between two towns in Manitoba with two in B.C. that are a similar distance apart in scale. Why is the highway distance greater in B.C.? Why might it take longer to drive a certain distance in B.C. than it would take to drive that same distance in Manitoba?

Development

Note: The amount of time given to the topic of the geological process in this unit will depend on the amount of time given it in Unit I.

. Develop the mountain building processes through the use of visuals and diagrams.

  - Folding: tectonic forces, characteristic examples of mountains formed.
  - Faulting: various types of faults, how they develop, how they affect the earth's surface and relationship to quakes, examples such as the San Andreas fault, and Rocky Mountain Trench.
  - Volcanism: its dynamics below and above the earth's surface, examples such as the Colombia Plateau, Mt. St. Helens, inactive volcanic peaks in Canada, etc.
  - Alpine Glaciation: how mountain glaciers form, how they move, the variety of ways in which glaciers change mountains and produce new features. Examples found in the Rockies.
  - Weathering and Erosion: How rocks break up, the various methods of transportation and deposition, examples of mass wastage such as the California mud slides, the Frank Slide, etc.

Conclusion

. Reinforce the concept of interrelatedness between different environmental factors and between physical and cultural features in the cordillera.

- Through the use of prepared colour transparencies discuss the relationship between:
  - a) mountain landscape and climate.
  - b) topography and population distribution.
  - c) topography and transportation routes.
  - d) transportation routes and settlements.

. Through colour photographs (slides) illustrate the extreme variety of vegetation types found in and produced by mountain topography. (Include desert, grassland, parkland, deciduous and coniferous trees, alpine meadow, tundra, and ice-cap.)

- Why does this variety exist?
- Why is there such a drastic change over such short distances?

Topic 3: The Resource Base

a) Forestry
- Where is the lumber industry concentrated in this region? Why?
- How is the lumber processed?
- How does the lumber industry affect the environment?

b) Specialized Agriculture
- What is specialized agriculture?
- Where is it concentrated?
- What kinds of specialized agriculture are located in this region? Why?
- How does specialized agriculture affect the environment? Consider the following: terracing, resource use conflicts, i.e., fertilizer, herbicide and pesticide run off; urbanization, irrigation, domestic water use, transportation corridors.

c) Tourism
- Why is this region attractive to tourists? What are the implications? Consider the following: climate, scenery, perception of users (i.e., skiers, photographers, artists, back packers) and parks.
- What areas within this region have become retirement areas? Why? What are the implications?

Introduction

- Introduce the resource base by having students, either individually or in class, fill out a chart similar to the following:

RESOURCE	TYPES	GENERAL LOCATION	ASSOCIATED INDUSTRIES	CONTRIBUTION/IMPORTANCE WITHIN REGION[1]
a) Forest				
b) Agriculture				
c) Scenery and Climate (For tourism)				

[1] Include, where possible, statistical information, employment levels, value of products, export values, economic value, etc.

Development

a) Forestry (emphasis on sawmilling and plywood).

- Have students prepare a map showing the general locations of the forests used for sawmilling within this region.
  - Which trees are used for sawmilling? Why?
  - Prepare a flow chart showing the logging process from tree to lumber mill. What problems face the lumber industry? (Land of Diversity, Prentice Hall p. 271)
  - Prepare a flow chart showing how plywood is produced (from mill to finished product). What is plywood?

- Have a small group of students visit a local lumber yard to gather as much information as possible.
  - Where does the lumber come from?
  - How is lumber graded?...measured?
  - What types of lumber products are available?
  - What are different types of lumber used for? (be specific)
  - What finished products are made from wood?
  - Why does plywood have so many uses?
    (If possible, have students bring small samples of different varieties of wood and different sizes to the class and report their findings to the class).

Note: (1) The film "Forest Highways" 28 min. (Department of Education) focuses on aspects of the systematic development of the forest resource in B.C.

(2) North America (McGraw Hill) p. 137-143 contains a case study of the Weyerhaeuser Forest Products Company.

(3) The magazine Canada and the World (October, 1978) contains the article "Small Town Imperialism", with suggested follow up activities on the dynamics and problems of a single industry town.

b) Specialized Agriculture

- Have students define specialized agriculture and illustrate with examples from this region.
  - On an outline map showing this region, have students shade in and identify important areas where specialized agriculture is carried on. (Consider at least the Okanagan Valley, Fraser Valley, Central Valley of California, Imperial Valley of California.)
  - Subdivide the class into groups, and have each group research one area of specialized agriculture within this region. Suggested Questions:
    - Where is the area located?
    - Why is specialized agriculture carried on in this region? (Consider physical and cultural features.)
    - What are the common crops of this region? Why?
    - What type of work schedule is associated with the above crops?
    - What concerns/problems are associated with specialized agriculture in this area?
    - In what ways is specialized agriculture different in the Agricultural Interior?
  - Summarize the similarities of each of the specialized agricultural areas....the differences. What conclusions can be made about specialized agriculture?

Note: 1) North America (McGraw Hill) p. 88 contains a case study of tomato farming in California.

2) Canada A New Geography (Holt Rinehart Winston, 1983) p. 328-332 contains a case study of the Okanagan Valley.

c) Tourism

- Have students examine maps which show federal, provincial and state parks of this region.
  - What observations can be made about tourism?...what conclusions?
  - What factors have made this region such an important tourist region?

- What are some specific tourist attractions of this region?
- How has climate affected the tourist industry?

- Have groups of students play the role of "tourist promoters" for a specific tourist attraction of this region. Through a display of brochures, pictures, pamphlets, visuals, films, etc., and a presentation, have each group try to convince the other students (acting as tourists) why they should come to visit their attraction. (A time limit of 5 minutes "for the convincing" is suggested.)

- Have students play the roles of various members of society, e.g., retired person, skier, hiker, artist, mountain climber, cyclist, photographer, sightseer, "night club frequenter", "gourmet adventurer", or camper. Have each student research the potential of being a tourist in this region from the perspective of his/her role.
    - Have students share their findings in brief presentations to the class.

- Discuss with the class the question, "Is tourism a renewable resource?"

Conclusion

Note: The conclusion should focus on the environmental impact of each industry.

- Divide the class into three groups, each focusing on one of the above industries. Within each group a number of students play the role of "the exploiter of the resource", and their objective and motive is to make as much profit as possible, in the shortest period of time. (The purpose is to exaggerate that position.) The other members of that group play the role of "the environmentalist/conservers of that resource" and their objective and motive is to protect the environment and conserve the resource. (The purpose is to exaggerate that position.)
    - The sub-groups research and outline their positions, objectives, and actions. They also prepare to ask questions of the other sub-group.
    - After the preparation is complete, the sub-groups share and discuss their findings within the group.
        - What conflicts arise?...questions?
        - What are the implications if each group becomes "extreme" in their position?
        - Are there conclusions?...solutions?
        - What changes should be encouraged? Why? How?
    - The major findings should be summarized and discussed with the whole class.

. Modified Debate: Topics on the Western Cordillera

- The following topics are suggested:
    - Be it resolved that:
        a) Regulations and "conservation pressures" are destroying the forest industry of this region.
        b) Geography, rather than the ingenuity of humans, has made the Western Cordillera the most prosperous tourist region in North America.
        c) Specialized agriculture, as carried on in California's Central Valley and the Okanagan Valley of Washington and British Columbia, is a more attractive option than farming in the Interior Plains.
        d) Vancouver is the best major Pacific Port.
        e) The West Coast fishing industry is a dying industry.

- Procedure:
    - Divide the class into debating teams (affirmative and negative).
    - Each team chooses a topic, either affirmative or negative, to research and debate.
    - Give each team at least three class periods to prepare for the debate.
        Class 1 - catalogue sources, begin research.
        Class 2 - continue research, organize material.
        Class 3 - plan and prepare debating strategy.
    - Each team is given 3-4 minutes to present its case (affirmative followed by negative). Some time for preparing a rebuttal is given, followed by 1-2 minute rebuttal.
    - Allow the class to get involved in an evaluation and discussion after each debate.
    - Each team could also be asked to submit a research paper.

Topic 4: Other Economic Activities

- What other economic activities are located in this region? Consider the following: ports, trade, transportation, pulp and paper, fishing, mining, hydro. (Note that some of the above have been dealt with in detail in earlier units, and some will be dealt with in later units.)

Introduction

. Have students identify other economic activities of this region.

- Account for the major location(s) of each economic activity within the region.
- Establish the relative economic importance of each of the regions.

Development

. Have students examine the extent to which the "other economic activities" are interrelated with each other as well as with the three studied earlier.

Conclusion

. Have students choose at least one of the following and write a brief report on it.

- The movie industry in Los Angeles.
- The aerospace industry in California.
- Aluminum smelting at Kitimat.
- Salmon Fishing along the West Coast.
- Ports along the West Coast (exports/imports).
- A major city of this region. (include economic activities)
- Mining in this region.
- Livestock in this region.

Note: Films: "Change in the Western Mountains" 12 min. (Department of Education)
"That's the Price" 30 min., (NFB)
This film deals with the economic, social and environmental implications of the coal industry development in southeastern B.C.

Topic 5: Current Issues Within the Region

- What is the impact of the Canada/U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt within the last unit.)

Introduction

. Have students consider the idea that the region spans two countries, even though it is often thought of as two separate entities.

- To what extent does the boundary (between Canada and the U.S.) divide the region? How is the region different on one side from the other?...how is it similar?
- What impact does the boundary have?

Development

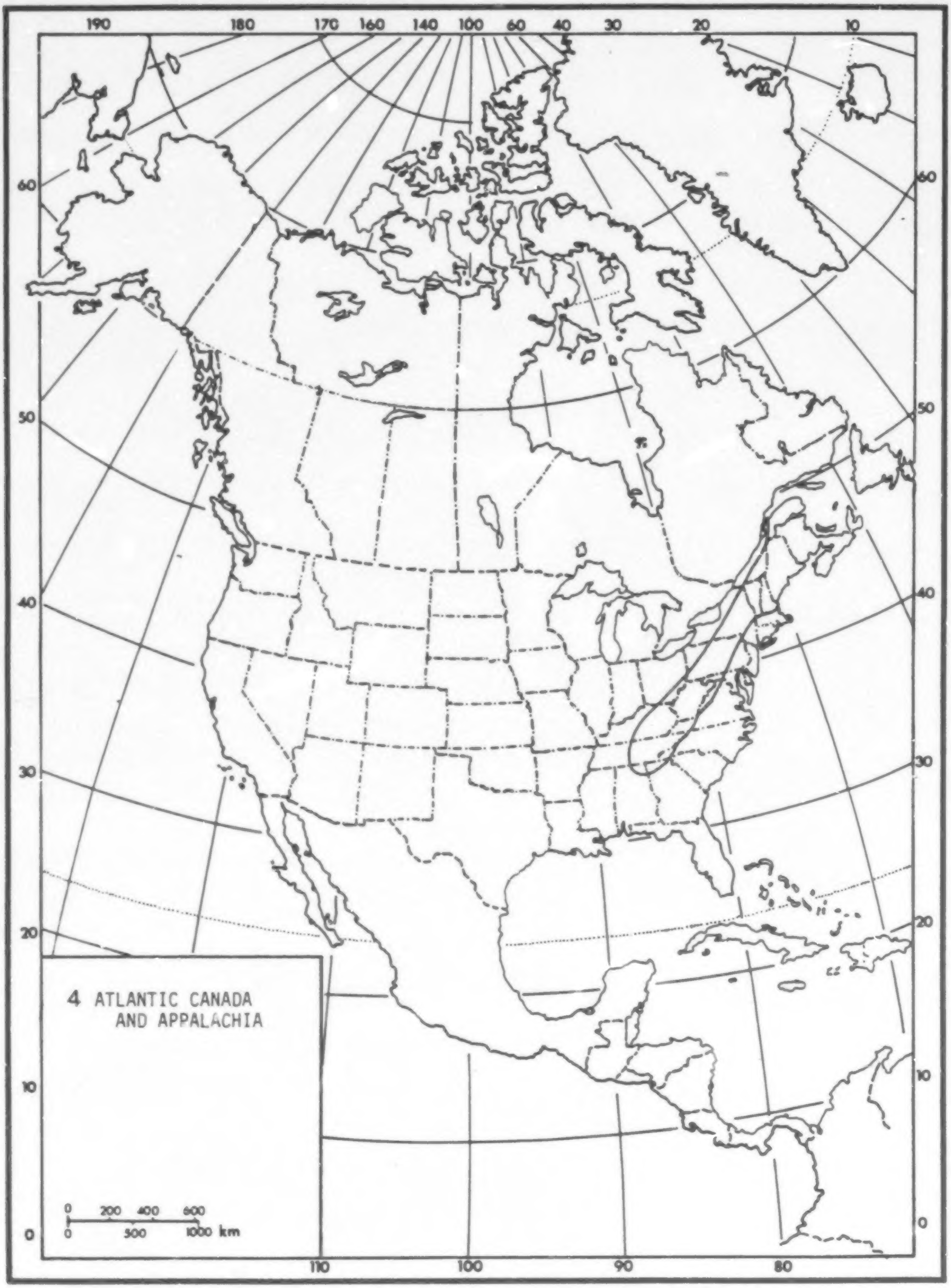
Note: Identify (perhaps even with suggestions from students) a contemporary issue or event relevant to the region. It is important that the topic be current (and perhaps even controversial) to give students an opportunity to apply their recently acquired knowledge of the region as well as their skills. It is important that the teacher structure the issue so that it can become a worthwhile learning experience for students.

. Involve students in monitoring the media to assist in gathering and cataloguing the materials on the topic selected.

  - After materials have been assembled, involve students in a fact-finding assignment, to ensure that they have a grasp of the basic issue.
  - Through a debate, mock interviews, role play, or panel discussion, increase the student's awareness of the issue.
  - During and after the interaction the teacher will need to help students organize and consolidate the facts into valid conclusions and/or recommendations. Consider the political, economic and social concerns both within the region, or which may be affected by factors from the outside, that could have implications for the region.

Conclusion

Note: If there is a logical and accessible person, group, agency or corporation whom the class could address (in person, via letter, via representative) on the issues, and if the deliberations of the class are of some essence, then this opportunity should be taken. Students will benefit by involving themselves in the social and political process in a concrete way.



4 ATLANTIC CANADA AND APPALACHIA

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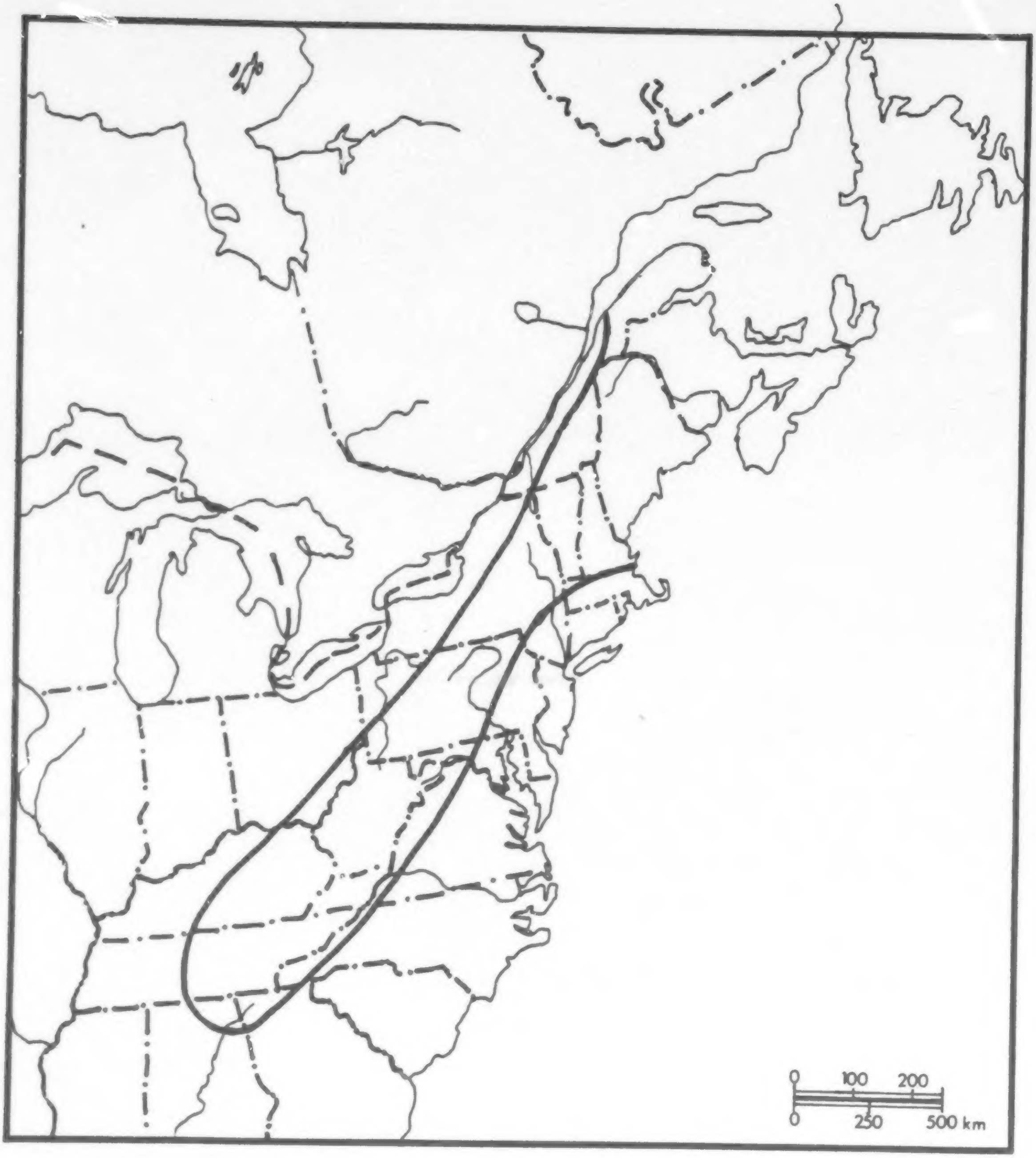
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UNIT V - ATLANTIC CANADA AND APPALACHIA

UNIT V OVERVIEW

Theme: Regional Economic Differences

The primary intent of this unit is to examine the concept of regional economic differences as it applies specifically to this region, but is also evident in other regions.

A second intent is to examine fishing, a viable economic activity, and its related concerns.

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Defining Atlantic Canada and Appalachia

   - Where is the Canada/U.S.A. border located within this region?
   - What criteria are used to define the region?
   - What conditions (human and/or physical) undergo transition at the boundaries?
   - What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
   - How can each of these be viewed as resources?

2. Regional Economic Differences

   - How does this region reflect regional economic differences? Why? Consider the following: limited/depleted resource base, population base, migration, economic development, future resource base development.
   - What are the effects of and possible solutions for regional economic differences? Consider the following: political, economic and social factors, ideas of the "good" life, government programs.

3. Fishing

   - Why is fishing important in this region?
   - What are present concerns of the fishing industry?
   - How are fish processed? Marketed? Consider the following: fishing grounds, types of fishing, territorial limits, resource conflict--oil vs fish, foreign fishing fleets, marketing.
   - What other economic activities are found in this region?

4. Current Issues Within the Region

   - What is the impact of the Canada-U.S.A. border within this region?
   - What issues are a concern of this region? Why? Consider the

following: political, economic, and social issues within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues, affecting all of Canada, will be dealt with in the last unit.)

TOPIC 1: DEFINING ATLANTIC CANADA AND APPALACHIA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the extent of the region and the appropriate criteria which define the region.
- recognize the physical and human conditions that undergo transition at the "edge" of the region.
- identify patterns for the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and water resources.)
- recognize in what way each of the above can be viewed as a resource.

Thinking and Research Skill Objectives. The students should be able to:

- research resources to identify the "edge" for the region and also to identify the physical elements within the region.
- examine both the human and physical factors which experience transition at the "edge" of the region.
- summarize the interrelationships that exist among the elements of the physical environment within the region.

Attitude and Value Objectives. The students should be able to:

- discuss the importance of this region to Canada and the U.S.A.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which illustrates the uniqueness of this region.

TOPIC 2: REGIONAL ECONOMIC DIFFERENCES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- explain regional economic differences and recognize factors causing it.
- recognize how regional economic differences are reflected in this region and in other regions of North America.
- describe the attempts of various governments to alleviate the effects of regional economic differences.

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Thinking and Research Skill Objectives. The students should be able to:

- research effects of regional economic differences on people.

Attitude and Value Objectives. The students should be able to:

- discuss and evaluate whether this region illustrates regional disparity.
- discuss the similarities and differences that exist in this region between Canada and the U.S.A.

Social Participation Objectives. The students should be able to:

- develop a group activity which illustrates regional economic differences and suggest solutions which may alleviate it.

TOPIC 3: FISHING

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the importance of fishing to this region and to areas outside the region.
- identify present concerns of the fishing industry.
- recognize how fish are processed and marketed.
- identify other economic activities within this region.

Thinking and Research Skill Objectives. The students should be able to:

- research the various types of fishing carried on.
- compile information from sources such as newspapers, magazines, T.V., regarding concerns of the fishing industry.

Attitude and Value Objectives. The students should be able to:

- discuss potential solutions for the difficulties encountered by the fishing industry.
- discuss the implications of establishing the 370 km offshore economic limit.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which reflects the life of people dependent on the fishing industry.

TOPIC 4: CURRENT ISSUES WITHIN THE REGION

TOPIC OBJECTIVES

Knowledge Objectives: The students should be able to:

- recognize the impact that the Canada/U.S.A. border has on the region's economic and social activites.
- identify contemporary issues/events within the region, e.g., political, economic, or social (include external) factors that have implications for the region.

Thinking and Research Skill Objectives. The students should be able to:

- gather information on contemporary issues/events from newspapers, magazines, television, etc., and research the implications of the issue for the region.

Attitude and Value Objectives. The students should be able to:

- discuss the implications of a contemporary issue/event for a local area of the region or for the region as a whole.

Social Participation Objectives. The students should be able to:

- plan a group activity(ies) which demonstrates an awareness of the issue/event, e.g.:
    - a presentation to an appropriate group (town council, community council, etc.).
    - preparation of a brief on an issue and presenting it to an appropriate group.
    - development of a fact-finding research paper on an issue.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 1: Defining Atlantic Canada and Appalachia

- Where is the Canada/U.S.A. border located within this region?
- What criteria are used to define the region?
- What conditions (human and/or physical) undergo transition at the boundaries?
- What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
- How can each of these be viewed as resources?

Introduction

. Review with students which criteria were most important in establishing the limits of this region (from Unit I).

  - Which physical or cultural criteria extend across its "edge" into adjacent regions?
  - At which points around the region's "edge" is that limit most clearly defined? ..least clearly defined or transitional?

. Have students complete a map or series of maps illustrating the major landscape and drainage features and settlements within the region.

  - Which provinces in Canada are completely or partly within this region?...which states?
  - What are some of the dominant features of this region?

. Identify the two subregions, Atlantic Canada and Appalachia.

  - By referring to maps of the region, have students point out which criteria were used to subdivide the region.
  - Have students put forward arguments for or against the entire region being treated as one region as opposed to treating the two subregions as separate regions.

Development

. Using topographic map sheets and/or stereograms, selected to represent typical landscapes of the region, have students analyze the physical and cultural features and their interrelationships.

  - Prepare structured assignments requiring both identification and interpretation of the landscape. (Interpretation is facilitated by having students work in pairs.)

- In discussing the landscape, highlight:
  - the patterns visible in student maps (from Units I and V).
  - the people-land relationships illustrated on the topographic maps.
  - specific features unique to the region, e.g., ancient fold mountains.

. From the list of climate controls introduced in Unit I, select those that are of particular significance to this region. Assign students to research these in detail. (In Atlantic Canada and Appalachia note in particular the effects of offshore prevailing winds and ocean currents.)

- Summarize distinctive characteristics of the region's climate.
- Using a selection of standardized climographs from various localities in the region, have students complete a prepared assignment which will illustrate the distinctive climatic characteristics and climatic variation within the region.

Conclusion

. Have students note patterns in and the relationships between the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and drainage features) from their own maps and from atlas maps.

- In small groups have students discuss:
  a) How is each of the above elements a resource to humans in this region?
  b) Why is it important for humans to understand each element as well as possible?
  c) Which elements can be controlled or improved as a resource to humans?

Topic 2: Regional Economic Differences

- How do parts of this region reflect regional economic differences? Why? Consider the following: limited/depleted resource base, population base, migration, economic development, future resource base development.
- What are the effects of and possible solutions for regional economic differences? Consider the following: political, economic and social factors, ideas of the "good" life, government programs.

Introduction

Note: Students should have some familiarity with the concept of regional disparity from the study in Grade IX.

- Have students develop a definition of disparity and regional economic disparity by examining sources such as dictionaries and texts.
  - Have students discuss and give examples of regional economic differences.
  - Clarify that economic difference exists in many parts of North America but is perhaps more clearly exemplified in this region (both in Canada and the U.S.A.).
  - Discuss the criteria most commonly employed in assessing "standard of living" and some of the difficulties encountered in applying this to a specific case.

Note: Canada: Land of Diversity (Prentice/Hall) pp. 198-200, and Canada: A New Geography (H.R.W.) pp. 459-472, both focus on this concept.

Development

- Have students assess the possible reasons for regional economic differences.
  - Was the region more prosperous in the past? (brief historical review)
  - What were the main economic activities of the past? What are the main economic activities at present? Discuss the changes and reasons for them.
  - What factors have contributed to the regional economic differences of this region?
  - How does regional disparity affect the life of the people?
  - How is disparity visible in your own community? What is being done to reduce disparity?
  - What is being done to try to reduce the regional economic differences of this region? What has been attempted in the past? (provincially, regionally, federally)

Note: The following resources may be helpful.
(i) Film: "Atlantic Canada" (Department of Education).
(ii) Film: "Change in the Maritimes" (N.F.B.).
(iii) Magazine Canada and the World (Feb. 1983) "Reaping a Bitter Harvest".

- Divide the class into 2 groups. Have one group prepare a case for the affirmative, the other for the negative, on the resolution: "Regional economic differences in Appalachia and Atlantic Canada are more the result of cultural factors (education, politics, values, etc.) than geographic factors (location, land, climate, resources)".

- After the research has been completed have each group select one or two students to present their case in a limited time frame. Discuss with the whole class important points presented.

- For a change of pace, assign students to write a brief paper on this topic in a single class sitting. Allow students to use only their bibliography, direct quotations and footnotes to write the paper. A single outline for the paper might be:

  a) Evidence for regional economic differences.
  b) Reasons for regional economic differences.
  c) Solutions to regional economic differences.

Conclusion:

- Have a group of students debate the following topic (or a similar one):
  "The taxes from the 'richer provinces' should be distributed to the provinces with significant areas of regional economic differences as equalization grants to overcome these economic differences."

- Use Canada: Land of Diversity (Prentice Hall) pp. 202-205, as a model or example for a role play.

  - Have students prepare a panel discussion, with as many varied perspectives as possible, on the significance, the potential, the hazards, and other implications of a major oil discovery (and development) on the eastern continental shelf.

Topic 3: Fishing

- Why is fishing important in this region?
- What are present concerns of the fishing industry?
- How are fish processed? Marketed? Consider the following: fishing grounds, types of fishing, territorial limits, resource conflict--oil vs fish, foreign fishing fleets, marketing.
- What other economic activities are found in this region?

Introduction

- Discuss the natural factors which have made the Grand Banks one of the world's best fishing grounds. Include some detail on the outstanding historical significance of the region's productivity to provide a background against which to consider current issues and difficulties.

- Have a few students survey the local grocery supermarkets to determine the types of fish products displayed and the sources of those products. In reporting to class ask:
  - Are they attractively presented?
  - How are these products promoted? (in the store and otherwise)
  - What proportion are imported, domestic?
  - Is there a narrow choice or a wide variety of products?

- Have a few students each survey three families on the relative amounts of beef, pork, fowl or fish consumed. Have students report on their findings.
  - How important is fish relative to the other meats? Why might this be so?
  - What conclusions or generalizations can be made from the findings?

Development

- Using assigned readings or films such as "Trawler Fishermen" (N.F.B.) and/or "The Baymen" (N.F.B.), develop a contrasting picture of the inshore and the deep sea fishery:
  - where they fish
  - how they fish
  - level of technology employed
  - working conditions
  - processing methods
  - associated lifestyle
  - financial reward or security

- Divide the class into as many groups as there are major fishing methods, e.g., purse seining, trawling, gill netting, long-lining, lobstering, dragging, trapping, weir fishing, trolling.
  - Have each group describe the fishing method (using pictures or illustrations); explain where it is used (inshore or deep sea); describe type of fish caught; evaluate the method relative to other methods; etc.

- Have students review current periodicals or other sources to identify present difficulties experienced in the fishing industry. Group the problem into those concerning the resource itself (the stock of fish and other sea life) and the social and political problems (which may be both cause and effect in the problem).

Conclusion

- Have students examine solutions (alternatives) to the problems facing the fishing industry.

  - What can be done to reduce the problems of the fishing industry?...What has already been done? (Consider solutions to local problems, foreign fishery problems, overfishing the 370 km zone and its surveillance, conflict between offshore drilling and fishing; technology changes and their impact; Law of the Sea Conference; Canada-U.S.A. conflicts.)

Note: The following resources could be helpful.

(i) Film: "Tomorrow is too Late" (Department of Education)
(ii) Film: "Promise for Tomorrow" (Department of Education)
(iii) Magazine: Canada and the World (April, 1983) "Medicine for an Ailing Industry".

- Have students (in small groups) research, identify, and role play a particular point of view regarding the Atlantic fisheries that could be reflected by each of the following individuals or groups (e.g., groups should be able to defend the point of view expressed).

  - Captain of a foreign fishing vessel caught within the 370 km zone.
  - Minister of Fisheries for the Canadian Government.
  - An employee of a fish processing plant in the Maritimes.
  - The owner of a small family fishing boat.
  - A group concerned with conservation.
  - The owner of a new fishing vessel with all the sophisticated equipment.
  - The captain of a Canadian team responsible for the surveillance of the 370 km offshore zone.

Topic 4: Current Issues Within the Region

- What is the impact of the Canada/U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt with in the last unit.)

Introduction

- Have students consider the idea that the region spans two countries, even though it is often thought of as two separate entities.

- To what extent does the boundary (between Canada and the U.S.A.) divide the region? How is the region different on one side from the other? How is it similar?
- What impact does the boundary have?

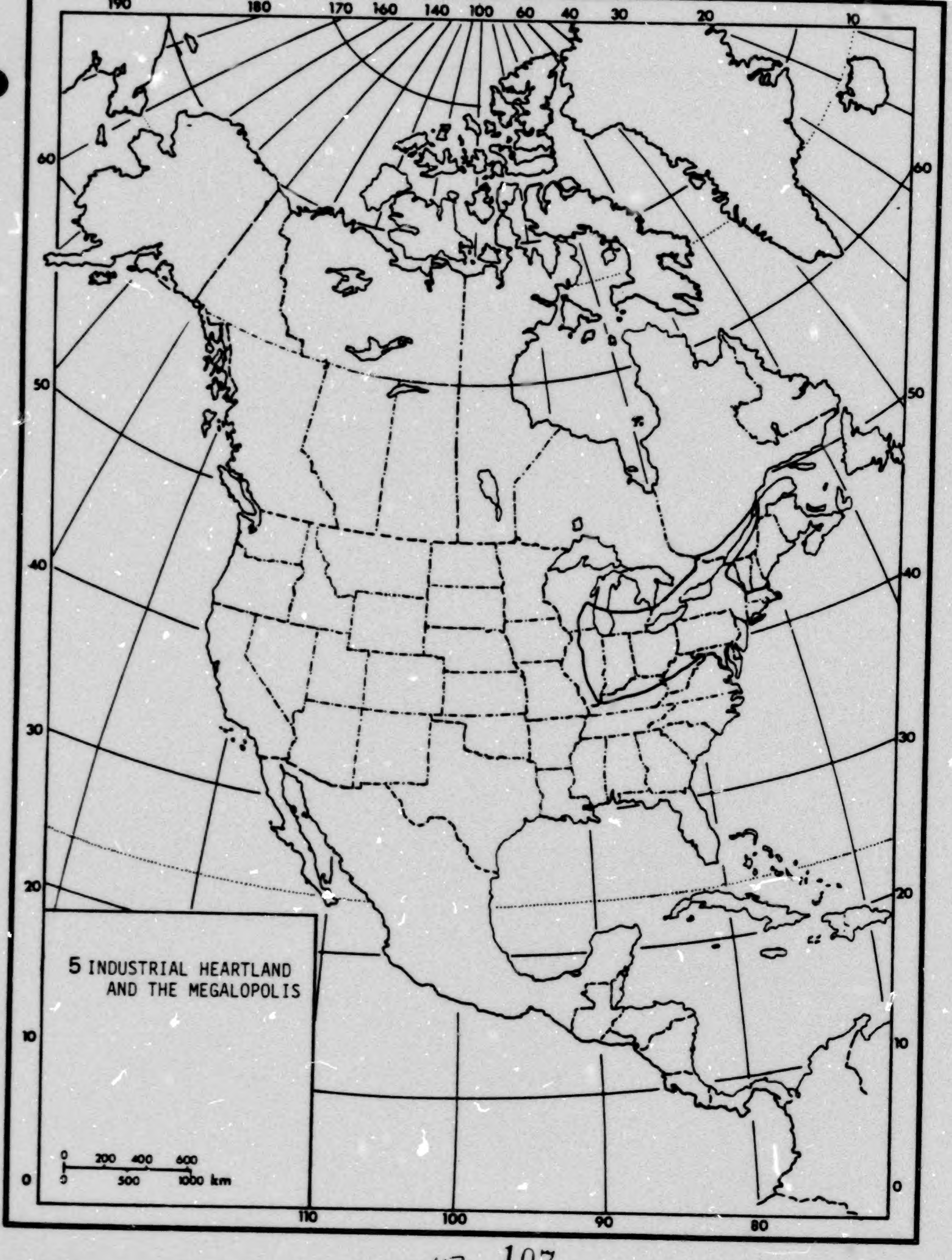
Development

Note: Identify (perhaps even with suggestions from students) a contemporary issue or event relevant to the region. It is important that the topic be current (and perhaps even controversial) to give students an opportunity to apply their recently-acquired knowledge of the region as well as their skills. It is important that the teacher structure the issue so that it can become a worthwhile learning experience for students.

- Involve students in monitoring the media to assist in gathering and cataloguing the materials on the topic selected.
    - After materials have been assembled, involve students in a fact-finding assignment, to ensure that they have a grasp of the basic issue.
    - Through a debate, mock interview, role play, or panel discussion, increase the student's awareness of the issue.
    - During and after the interaction the teacher will need to help students organize and consolidate the facts into valid conclusions and/or recommendations. Consider the political, economic and social concerns both within the region, or which may be affected by factors from the outside, that could have implications for the region.
- Role Play: Consider the political solution of uniting the four Atlantic provinces. Various approaches could be taken. For example, if you wish to convey the difficulty of reaching political concensus, divide the class into four provincial delegations, each with a proposal for where the regional capital should be located, or how the existing provinces will be represented in the new regional government.

Conclusion:

Note: If there is a logical and accessible person, group, agency or corporation whom the class could address (in person, via letter, via representative) on the issues, and if the deliberations of the class are of some essence, then this opportunity should be taken. Students will benefit by involving themselves in the social and political process in a concrete way.



5 INDUSTRIAL HEARTLAND AND THE MEGALOPOLIS

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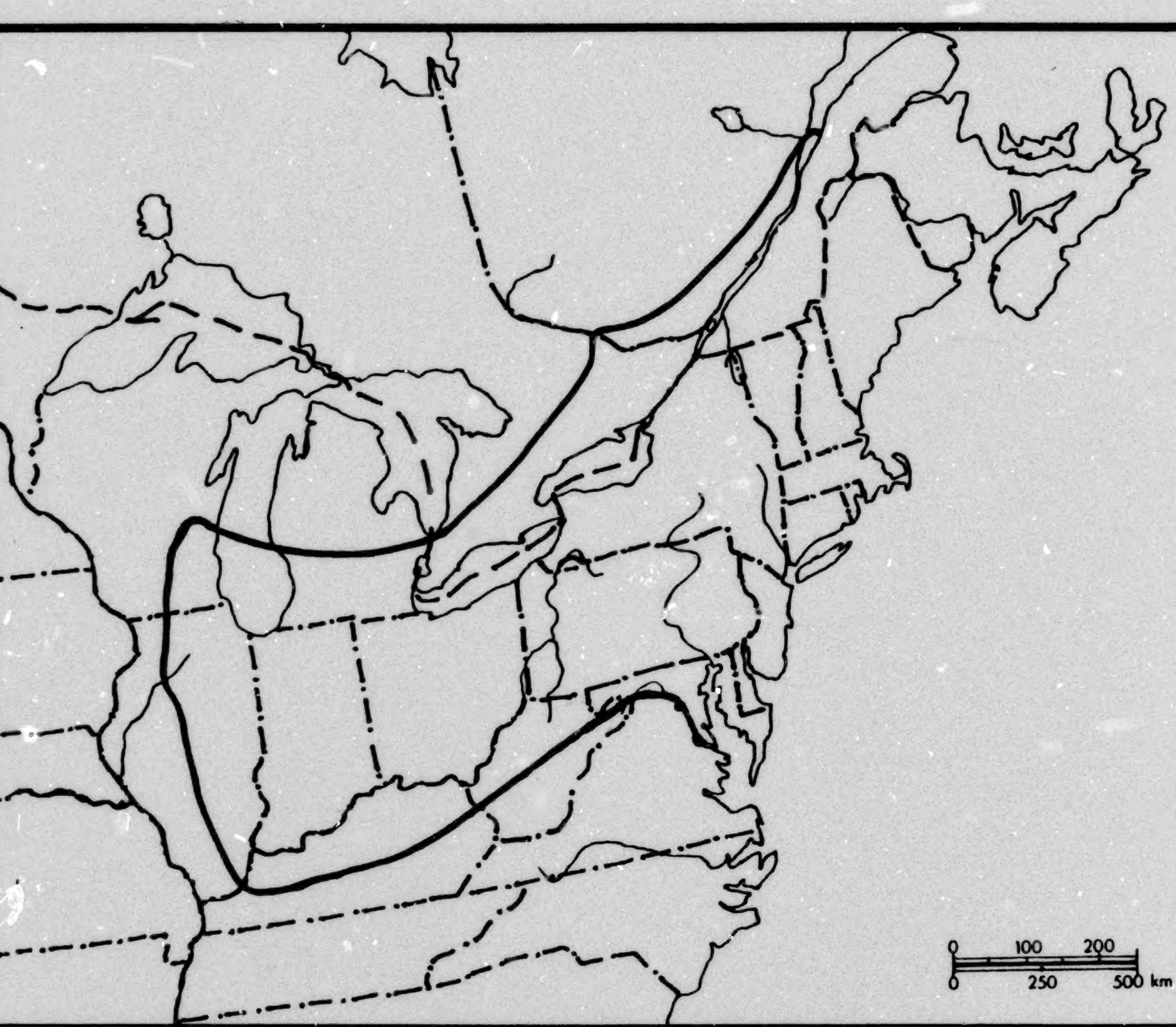
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UNIT VI THE INDUSTRIAL HEARTLAND AND THE MEGALOPOLIS

UNIT VI OVERVIEW

Theme: Industrialization and Urbanization

The primary intent of this unit is to examine two major concepts, industrialization and urbanization. The concept of industrialization includes the locational factors for industry and their application to specific industries. The concept of urbanization includes the development of urban places and the concentration of urban centers, and their relationships to each other.

The second intent is to examine the environmental and social effects and implications of industrialization and urbanization.

UNIT VI TOPICS AND FOCUSING QUESTIONS

1. Defining the Industrial Heartland and the Megalopolis

   - Where is the region located? Where is the Canada/U.S.A. border located within the region?
   - What criteria are used to define the region?
   - What conditions (human and/or physical) undergo transition at the boundaries?
   - What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
   - How can each of these be viewed as resources?

2. Industrialization

   - What are the locational factors for industry?
   - How do they apply to selected industries?
   - What are the effects of technology?...specialization?
   - What are environmental concerns and social implications of industrialization?

Note: Consider the following factors: raw materials, transportation, energy, labour, markets, capital, water, role of government. Examples of selected industries should be chosen from within and from outside the region, such as iron and steel production, automobile assembly, metal fabricating, aircraft production, railway equipment, aluminum production, producing chemicals, electronics equipment, textile goods, producing food and beverages.

3. Urbanization

   - Why is there a concentration of urban centres in this region?
   - What are the primary functions of selected cities?
   - What are the relationships of the urban centres to each other? Consider the following: initial development, hinterland,

hierarchy, influence, interdependence, growth, urban/rural conflict.
- What are the environmental concerns and social implications of urbanization?

4. Current Issues Within the Region

- What is the impact of the Canada/U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt within the last unit.)

TOPIC 1: DEFINING THE INDUSTRIAL HEARTLAND AND THE MEGALOPOLIS

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the extent of the region and the appropriate criteria which define the region.
- recognize the physical and human conditions that undergo transition at the "edge" of the region.
- identify patterns for the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and water resources.)

Thinking and Research Skill Objectives. The students should be able to:

- research resources to identify the "edge" for the region and also to identify the physical elements within the region.
- examine both the human and physical factors which experience transition at the "edge" of the region.
- summarize the interrelationships that exist among the elements of the physical environment within the region.

Attitude and Value Objectives. The students should be able to:

- discuss the criteria chosen to describe this region.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which illustrates the importance of this region to life in North America.

TOPIC 2: INDUSTRIALIZATION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the locational factors for industry and recognize how they apply to selected industries.
- recognize the effects and implications of technology and specialization on the people and the environment.
- recognize the environmental concerns and social implications of industrialization.

Thinking and Research Skill Objectives. The students should be able to:

- research how selected industries both within the region and outside the region are affected by their locational factors.
- compile data on how a selected industry can affect the surrounding environment and the implications this has on the people living in the immediate area and elsewhere.

Attitude and Value Objectives. The students should be able to:

- discuss both the advantages and disadvantages of a change in a specific technology or degree of specialization on an industry (employer, employees, etc.) as well as on the general public.
- discuss the implications when there is a regional concentration of industry.
- discuss the implications for the people in a specific locality when a large new industry locates there.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which illustrates a greater awareness of the concept of industrialization (e.g., through role playing, debate, simulation activity, project, class newspaper, speaker, brief, etc.).
    - the location of a specific industry to an area.
    - the elimination of a specific industry from an area.
    - other concerns associated with industrialization.

TOPIC 3: URBANIZATION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the factors responsible for a concentration of urban centres.
- identify the primary functions of the major urban centres and recognize the relationships of these centres to each other.

- recognize environmental concerns and social implications of urbanization.

Thinking and Research Skill Objectives. The students should be able to:

- locate the major urban centres on an outline map and research the major function of each and their relationships to each other.
- research the environmental effects of the ever-increasing urbanization.
- interpret the interdependence of this region through studying maps, statistics, charts, articles, etc.

Attitude and Value Objectives. The students should be able to:

- discuss the advantages and disadvantages of living outside a large city, but within the proximity of large urban centres.
- discuss urban/rural conflicts arising from land-use competition.
- discuss specific social concerns, usually evident in large urban centres, and suggest some solutions to alleviate these.

Social Participation Objectives. The students should be able to:

- plan and develop a group activity which illustrates an awareness of the concept of urbanization and its implications for the people living there or for people outside the area, e.g.,
  - land-use conflicts
  - social problems of large cities (ghettos)
  - intra-urban migrations
  - urban sprawl
  - rural-urban migration
  - urban growth

TOPIC 4: CURRENT ISSUES WITHIN THE REGION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the impact that the Canada/U.S.A. border has on the region's economic and social activities.
- identify contemporary issues/events within the region, e.g., political, economic, or social (include external) factors that have implications for the region.

Thinking and Research Skill Objectives. The students should be able to:

- gather information on contemporary issues/events from newspapers, magazines, television, etc., and research the implications of the issue for the region.

Attitude and Value Objectives. The students should be able to:

- discuss the implications of a contemporary issue/event for a local area of the region or for the region as a whole.

Social Participation Objectives. The students should be able to:

- plan a group activity(ies) which demonstrates an awareness of the issue/event.
    - A presentation to an appropriate group, (town council, community council, etc.).
    - Preparation of a brief on an issue and presenting it to an appropriate group.
    - Development of a fact-finding research paper on an issue.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

TOPIC 1: Defining the Industrial Heartland and the Megalopolis

- Where is the region located? Where is the Canada/U.S.A. border located within the region?
- What criteria are used to define the region?
- What conditions (human and/or physical) undergo transition at the boundaries?
- What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
- How can each of these be viewed as resources?

Introduction

- Review with students which criteria were most important in establishing the limits of this region.
    - Which physical or cultural phenomena extend across its "edge" into adjacent regions?
    - At which points around the region's edge is that limit most clearly defined?...least clearly defined?
    - Where are the transitional areas?
- Have students complete a map or series of maps illustrating the major landscape and drainage features and settlements within the region.

Note: The region could be viewed as two subregions, i.e., the Atlantic seaboard (Megalopolis) and the Great Lakes region separated by the Applachians, which is much less industrialized.

Development

- Using topographic map sheets and/or stereograms, carefully selected to represent typical landscapes of the region, have students analyze the physical and cultural features and their interrelationships.
    - Have students complete assignments requiring both identification and interpretation of the landscape. Highlight:
        - the patterns visible in students' maps.
        - the people-land relationships illustrated on the topographic maps.
        - specific features unique to the region such as raised beaches, the Niagara escarpment, Monteregion Hills, the fault-line.
- Have students select and research the climatic controls that are of particular significance to this region. (air masses, cyclonic storms, bodies of water, prevailing winds)

- How does each affect the climate?
- Using selected climographs from various localities in the region, have students summarize the distinctive climatic characteristics and variations within the region.
- How is the micro climate between Lake Ontario and the Niagara escarpment different from the climate, in general, in this region?

Conclusion

. Have the students examine several physical maps from textbooks and atlases of this region.

    - Have students note patterns in the relationships between the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and drainage features).
    - How is each of the above a resource to humans?
    - Why is it important for humans to understand each element as well as possible?
    - Which elements can be controlled or improved as a resource to humans?

Note: Film: "The Great Clean Up" 52 min., (Department of Education) concerns itself with environmental problems in the Great Lakes.

Topic 2: Industrialization

- What are the locational factors for industry?
- How do they apply to selected industries?
- What are the effects of technology?...specialization?
- What are environmental concerns and social implications of industrialization?

Note: i) Consider the following factors: raw materials, transportation, energy, labour, markets, capital, water, role of government. Examples of selected industries should be chosen from within and from outside the region, such as iron and steel production, automobile assembly, metal fabricating, aircraft production, railways equipment, aluminum production, producing chemicals, electronics equipment, textile goods, producing food and beverages.

ii) Canadian Industrialization, Bowden, Garrod, Massiah (McGraw-Hill Ryerson Ltd. 1983) is a 219 page soft cover book which focuses on starting an industry, the growth of industry and several case studies, e.g., automobiles, food, technology. Would be a useful teacher/student resource. (Teacher's Guide is also available.)

Introduction

- Establish the region's industrial dominance in North America, through examining statistics (regional, provincial, or state).

  - Have students graph, chart or convert to percentages each specific industry, e.g., auto production, chemicals.
  - What types of industry are found in this region?
  - Account for reasons why there is so much industry in this region.

- Have students classify specific industries of this region according to the three categories, i.e., extractive (primary), manufacturing (secondary), and services (tertiary).

  - Identify manufactured goods produced in this region that are available in your community.

Development

- Have students reach a variety of sources (3 or 4) to identify factors which influence industrial location.

  - Have students rank the factors into categories of very important, moderately important, and less important.
  - Have students compare their ranking with one or more other students and make any changes.
  - Discuss these factors in class and summarize the findings.

Note: Canada: Land of Diversity (Prentice-Hall), Chapter 43 "Industrial Location Game" outlines an approach to industrial location, p. 451.

- Have students (individually or in small groups) apply locational factors to a case study of specific industries.

  - For first hand information have students arrange a field trip and interview to a local manufacturing industry.

Note: The following give ideas and suggestions:

i) Canada: Land of Diversity (Prentice-Hall) pp. 148-150.
ii) North America (McGraw Hill) pp. 213-221, also pp. 204-209.
iii) Across Canada (John Wiley) pp. 301-304.
iv) Canada: A New Geography (Holt, Rinehart, and Winston), pp. 395-396; pp. 399-403.

- Introduce the concept of specialization of labour and automation in the manufacturing process.

  - Have students prepare a flow chart of a specific manufacturing industry.
    - Where is the greatest degree of specialization?...of automation?

- What are the effects of such trends on employee performance?...on productivity?...wages?
- What is being done to counter the ill effects of assembly line production and automation?
- How may the perception of the worker differ from that of management when it comes to automation?...specialization?
- What social changes are being brought about by automation?...specialization?

- Have students analyze the social and environmental impact of a large industry moving into a community.
  - Identify some of the concerns.
  - What areas of conflict arise socially?...environmentally?

Conclusion

- Have students examine the causes and impacts of industrial pollution on air, water and land, e.g., acid rain, chemical and other waste disposal.
  - How have people been affected?...the environment?
  - What steps have been or are being taken to reduce the impact of industrial pollution?
  - Who should be responsible for industrial clean up?

Note: Article: "The Great Lakes - Chemical Soup" in Canada and the World magazine (January, 1983).

Topic 3: Urbanization

- Why is there a concentration of urban centres in this region?
- What are the primary functions of selected cities?
- What are the relationships of the urban centres to each other? Consider the following: initial development, hinterland, hierarchy, influence, interdependence, growth, urban/rural conflict.
- What are the environmental concerns and social implication of urbanization?

Introduction

- Have students illustrate the large number of cities in this region by placing the largest ones on an outline map.
  - What is the total population of the 10-15 largest urban areas of this region?
  - Why (historically) did the Great Lakes, eastern seaboard become the most urbanized part of North America?

- Which factors (contemporary) tend to perpetuate or accelerate that urban concentration?

- Introduce students to definitions and examples associated with urbanization.
  - hamlet, village, town, city, metropolitan area, megalopolis, conurbation, functions, services, land-use (commercial, industrial, residential, recreational, transportation), central business district - CBD, urbanization, hinterland.
  - What increased services become available as people move to larger centers? (Begin with the hamlet, then village, town, city, metropolitan area, megalopolis, etc.)

Development

- Introduce students to the concept of cities as growing organisms by having them examine a few growth models such as concentric development, sector development, and multiple nuclei development.
  - Have students examine the land-use of several cities on topographic maps and determine which model applies most closely to each city. What characteristics illustrate each growth model and what factors influenced the pattern of development?
  - Develop the idea that cities usually acquire a degree of specialization of functions, i.e., manufacturing, education, distribution, transportation, administration, mining.
    - Have students find examples of cities, in this region, in which a specialized function dominates.

- Have students examine the rural/urban land-use conflict (both generally and specifically).
  - What are the problems?
  - What is being done?
  - What do you think should be done?

Note: i) Canada: A New Geography (HRW), pp. 259-263; and pp. 323-328.
ii) Canada: Land of Diversity (PH), pp. 358-361; pp. 402-407.
(The above pages address this topic.)
iii) Film: "Inner City-Inter City" (Department of Education), 18 mins., focuses on urban sprawl.

- Have students plan a visit to a major shopping center, or the CBD of a city. (Have them prepare, with teacher assistance, for the information they want to gather.)

Conclusion

- Have different groups of students select a major city of this region and complete a well researched paper. Suggested topics of research include: historical development, site, general description, transportation, trade, major functions, social problems, environmental problems.

- Have groups present short reports on one or more aspects of the city that they researched, e.g.:
  - What is unique about the city your group researched?
  - What is the most important function?
  - What other cities affect your city the most?...what other city is affected most by your city?
  - What major problem is your city encountering?
  - How would you rate your city as a place to live in?

- What similarities do the cities have?...what differences? (To be done after reports.)
- Invite a city/town planner (if applicable in your situation) to report on present concerns and future plans of the city/town.

Note: Resource suggestions:

i) Canada: A New Geography, (Holt, Rinehart and Winston) includes a substantial section on cities. p. 241ff.
ii) Canada: Land of Diversity, (Prentice-Hall) includes a section on cities. p. 111ff; p. 430ff.
iii) Film: "Image of the City" (Department of Education), 16 min.
iv) Film: "Man the Polluter" (Department of Education), 52 min.

- Assess the social and environmental impact of cities by summarizing and discussing the research done by each group. (If applicable compare with Winnipeg.)

Topic 4: Current Issues Within the Region

- What is the impact of the Canada/U.S.A. border within this region?
- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues affecting all of Canada will be dealt with in the last unit.)

Introduction

- Have students consider the idea that the region spans two countries, even though it is often thought of as two separate entities.

  - To what extent does the boundary (between Canada and the U.S.) divide the region? How is the region different on one side from the other? How is it similar?
  - What impact does the boundary have?

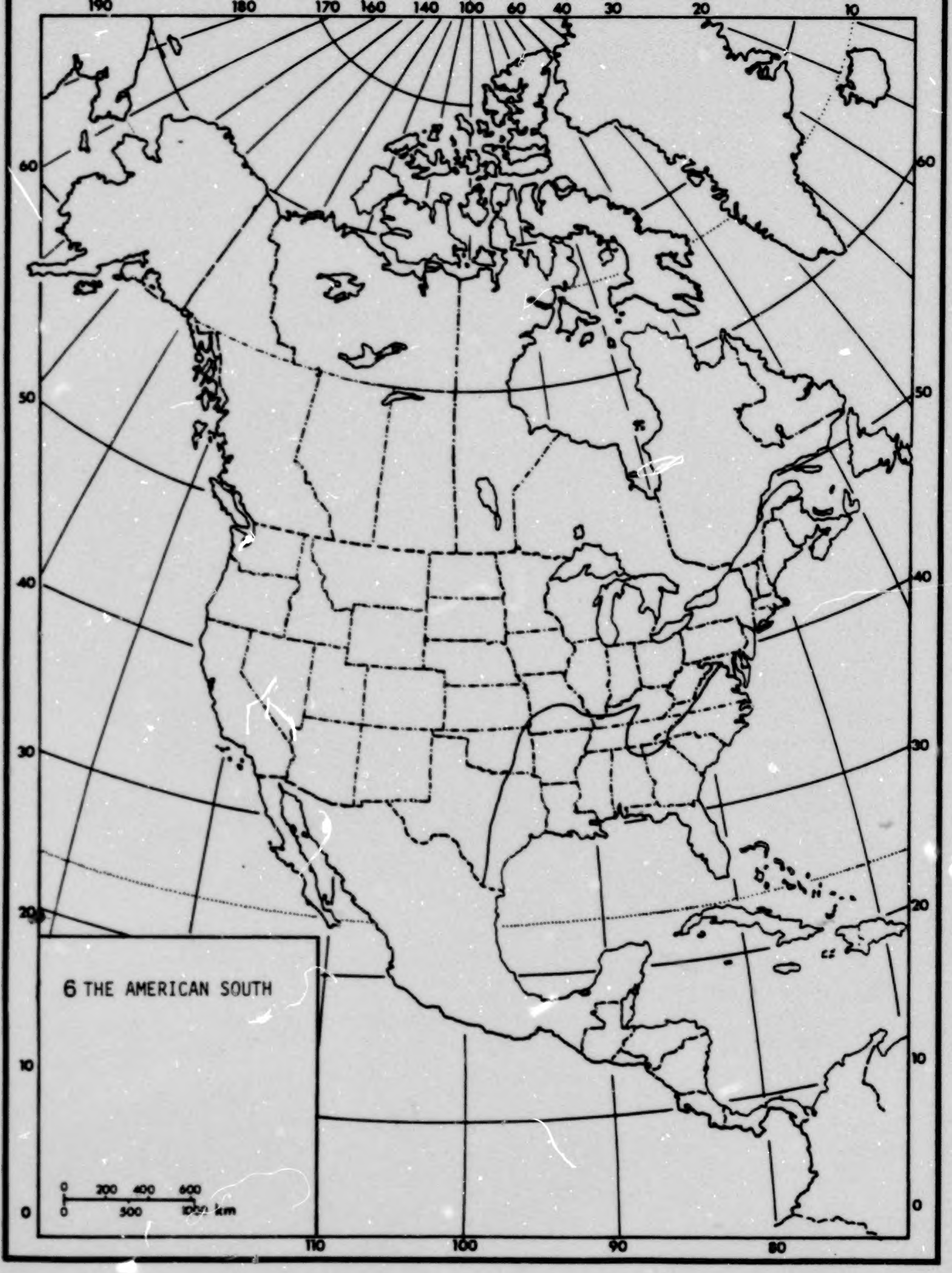
Development

Note: Identify (perhaps even with suggestions from students) a contemporary issue or event relevant to the region. It is important that the topic be current (and perhaps even controversial) to give students an opportunity to apply their recently acquired knowledge of the region as well as their skills. It is important that the teacher structure the issue so that it can become a worthwhile learning experience for students.

- Involve students in monitoring the media to assist in gathering and cataloguing the materials on the topic selected.
    - After materials have been assembled, involve students in a fact-finding assignment, to ensure that they have a grasp of the basic issue.
    - Through a debate, mock interview, role play, or panel discussion, increase the student's awareness of the issue.
    - During and after the interaction the teacher will need to help students organize and consolidate the facts into valid conclusions and/or recommendations. Consider the political, economic and social concerns both within the region, or which may be affected by factors from the outside, that could have implications for the region.

Conclusion

Note: If there is a logical and accessible person, group, agency or corporation whom the class could address (in person, via letter, via representative) on the issues, and if the deliberations of the class are of some essence, then this opportunity should be taken. Students will benefit by involving themselves in the social and political process in a concrete way.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6 THE AMERICAN SOUTH

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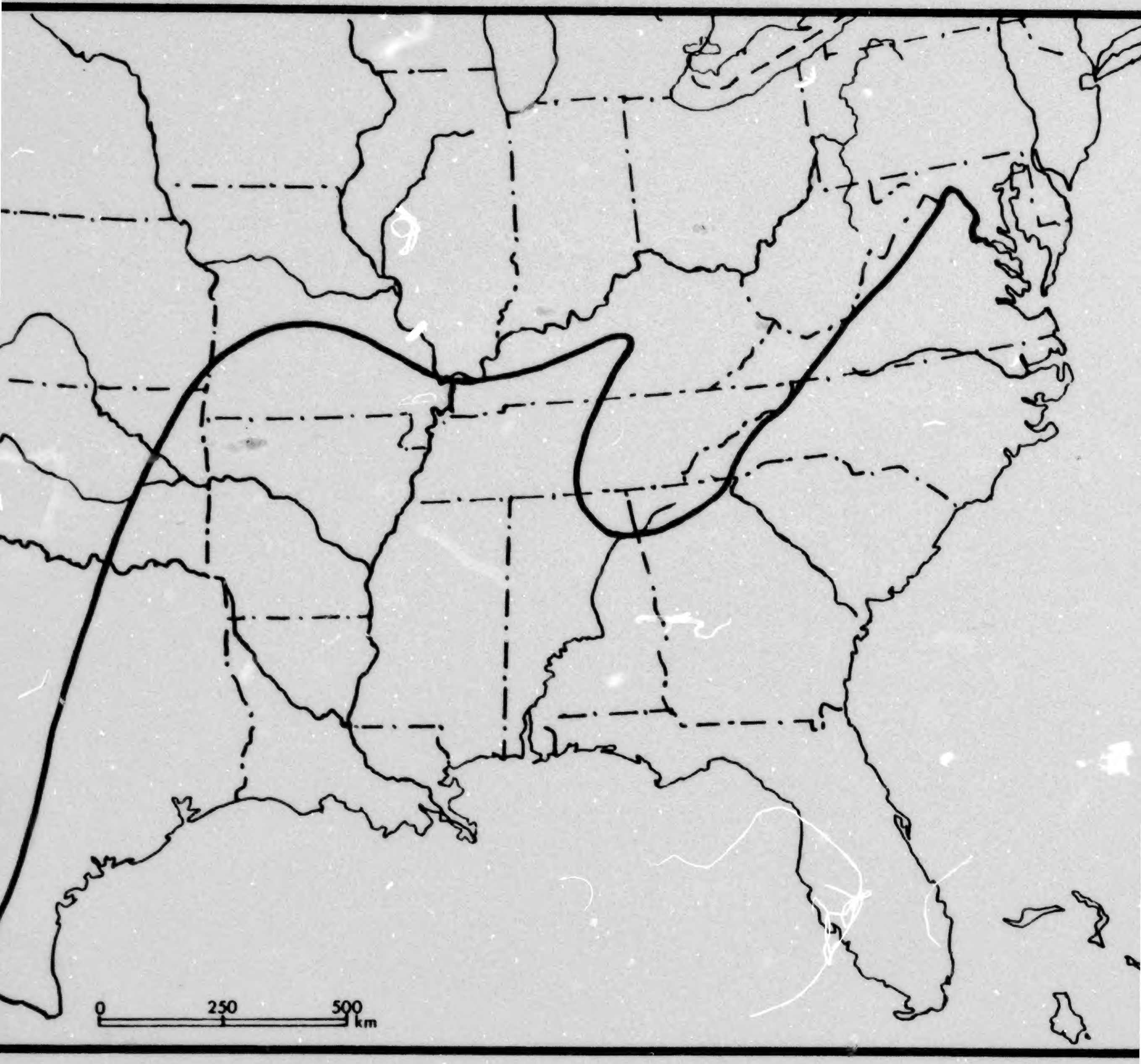

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UNIT VII - THE AMERICAN SOUTH (OPTIONAL)

UNIT VII OVERVIEW

Theme: The Changing Culture and Economy of the American South

The primary intent of this unit is to examine the concept of change as it applies specifically to the culture and the economy of the South. References and applications should be made to other regions as well.

UNIT VII TOPICS AND FOCUSING QUESTIONS

1. Defining the American South

    - Where is the region located?
    - What criteria are used to define the region?
    - What conditions (human and/or physical) undergo transition at the boundaries?
    - What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
    - How can each of these be viewed as resources?

2. Cultural and Economic Changes of the South

    - What cultural changes are occurring in the South and what are the implications? Consider the following: brief historical reviews, migration of population and industry.
    - What economic changes are occurring in the South and what are the implications? Consider the following: agriculture, industrialization, manufacturing, tourism.

Note: If tourism has been studied in the Western Cordillera then it will only be reviewed here.

3. Current Issues Within the Region

    - What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region. (National or international issues will be dealt with in the last unit.)

TOPIC 1: DEFINING THE AMERICAN SOUTH

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- . identify the extent of the region and the appropriate criteria which define the region.

- recognize the physical and human conditions that undergo transition at the "edge" of the region.
- identify patterns for the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and water resources.)
- recognize in what way each of the above can be viewed as a resource.

Thinking and Research Skill Objectives. The students should be able to:

- research resources to identify the "edge" for the region and also to identify the physical elements within the region.
- outline both the human and physical factors which experience transition at the "edge" of the region.
- summarize the interrelationships that exist among the elements of the physical environment within the region.

Attitude and Value Objectives. The students should be able to:

- discuss how the elements of the physical environment constitute a resource.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which illustrates the importance of the American South to life in North America.

TOPIC 2: CULTURAL AND ECONOMIC CHANGES OF THE SOUTH

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the cultural and economic changes in the South and recognize the implications of these changes.

Thinking and Research Skill Objectives. The students should be able to:

- research sources and compile data which illustrates both cultural and economic changes of the South.

Attitude and Value Objectives. The students should be able to:

- discuss the implications for the South of the cultural and economic changes.
- discuss the implications for Canada of Canadians travelling and retiring in the sun belt.

Social Participation Objectives. The students should be able to:

- carry out a group activity which develops a greater awareness of the cultural and economic changes occurring in the South.

- migration in the South (people, industry, etc.).
- tourist attraction in the South.
- retirement area in the South.
- problems facing the South.

TOPIC 3: CURRENT ISSUES WITHIN THE REGION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify contemporary issues/events within the region, e.g., political, economic, or social (include external) factors that have implications for the region.

Thinking and Research Skill Objectives. The students should be able to:

- gather information on contemporary issues/events from newspapers, magazines, television, etc., and research the implications of the issue for the region.

Attitude and Value Objectives. The students should be able to:

- discuss the implications of a contemporary issue/event for a local area of the region or for the region as a whole.

Social Participation Objectives. The students should be able to:

- plan a group activity(ies) which demonstrates an awareness of the issue/event.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 1: Defining the American South

- Where is the region located?
- What criteria are used to define the region?
- What conditions (human and/or physical) undergo transition at the boundaries?
- What is the physical environment of this region? (Pattern of geology, topography, climate, natural vegetation, soil, water resources.)
- How can each of these be viewed as resources?

Introduction

. Review with students which criteria were most important in establishing the limits of this region (from Unit I).

  - Which physical or cultural criteria extend across its "edge" into adjacent regions?
  - At which points around the region's "edge" is that limit most clearly defined?...least clearly defined or transitional?
  - Have students complete a map or series of maps illustrating the major landscape and drainage features and settlements within the region.

Note: Clarify with your students that "the South" is not uniformly defined from one source to another. Some sources draw a distinction between "the South" and the Gulf Coast, or remove Texas and Florida because they do not parallel the cultural and economic patterns of the remainder of the region very closely. Indicate, however, that it is not within the scope of this unit to examine the subregions in detail.

Development

. Using topographic map sheets and/or stereograms, selected to represent typical landscapes of the region, have students analyze the physical and cultural features and their interrelationships.

  - Prepare structured assignments requiring both identification and interpretation of the landscape. (Interpretation is facilitated by having students work in pairs.)
  - In discussing the landscape, highlight:
    - the patterns visible in student maps (Units I & VII).
    - the people-land relationships illustrated on the topographic maps.

        - specific features unique to the region: e.g., the alluvial plains of the Mississippi Valley, the Mississippi River delta, the cuestas (escarpment) paralleling the Gulf coast.

- Have students research the influence of the climatic controls of particular significance to this region, e.g., latitude and air masses.
    - Using a selection of standardized climographs from various localities in the region, have students complete a prepared assignment which will:
        - illustrate the distinctive climatic characteristics of the region.
        - illustrate climatic variation within the region.
    - Have students summarize distinctive characteristics of the region's climate.
    - Have a group of students research and report on the economic implications of an occasional frost that penetrates the deep south.

Conclusion

- To focus on the interrelatedness of the physical environment, refer to student maps (from Units I and VII) and maps from atlases or textbooks. Have students note patterns in and relationships among the elements of the physical environment of the region (geology, topography, climate, natural vegetation, soil and drainage patterns).
    - In small groups have students discuss:
        - how is each of the above elements a resource to humans?
        - why is it important for humans to understand each element as well as possible?
        - which elements can be controlled or improved as a resource to humans?

TOPIC 2: Cultural and Economic Changes of the South

- What cultural changes are occurring in the South and what are the implications? Consider the following: brief historical reviews, migration of population and industry.
- What economic changes are occurring in the South and what are the implications? Consider the following: agriculture, industrialization, manufacturing, tourism.

Note: If tourism has been studied in the Western Cordillera then it will only be reviewed here.

Introduction

- Present students with a brief historical overview of those events in American history which have contributed to making the South a culturally and economically distinct region.
    - the past colonial pattern of landholding.
    - the introduction of slaveholding as related to the region's commitment to cotton production.
    - the magnitude and far-reaching nature of changes brought about by the civil war and the subsequent abolition of slavery.
    - the crisis of the depression for the south, both in immediate terms and as the beginning of a major reorientation of the region's social and economic life.

- Direct students to examine appropriate resources which illustrate additional detail on the South, e.g., readings, literature, music, art, biographies, films, etc.
    - Have students report briefly on the "mental pictures" they have received from the resource they have examined.

Development

- Divide the class into five groups. Each of the first four groups will have responsibility for one "slice" of the south's past.
    - #1 - the 1840's
    - #2 - the 1870's
    - #3 - the 1930's
    - #4 - the 1970's

    - Each group has two tasks. (subdivide group)
        - Have one subgroup prepare a 5-10 minute skit, whose plot and dialogue illustrate the life of that decade. It should illustrate the social life, the economic fortunes, and the political issues of the day.
        - Have the other subgroup of each decade prepare an "interpretation" of the skit, or perhaps of the decade itself. This could take the form of a news commentary or news backgrounder which would highlight or enunciate the social and economic concerns illustrated and implied in the skit. The persons presenting this part could speak alternately to maintain vitality and to give the presentation a reporter-like flavour. Printed copies of the "interpretation" for each class member could be prepared by this group.
        - Have the skit and commentary for each decade presented in sequence. In a brief follow-up discussion on each decade, have the class identify changes occurring from one era to the next. Have them indicate examples of good or not-so-

evident correlation between the two presentations. Following each presentation, also have the class suggest implications for the future.

  - Expand the discussion and provide additional commentary as needed for the period from 1940 to the present to ascertain students' understanding of current social and economic trends in the region.

. Have the fifth group investigate and report orally to class on Canadian tourism and retirement in the South.

  - What is the extent of each phenomena?
  - What attracts people to the region?
  - Where are these concentrated?
  - How does this affect the south?
  - How does it affect individual Canadian citizens or Canada as a whole?

Note: Have the group utilize information distributed by travel agencies as well as more scholarly sources. Involve a travel agent directly in the presentation where feasible.

After this presentation, relate the report to the experiences of class members who have visited the region as tourists or who have friends/relatives who have retired to the region.

. Have students examine their values and attitudes by discussing some of the controversial aspects of the sunbelt tourist-retirement areas. For example, "Canadians retiring to the sunny south should not be entitled to Canadian government retirement pensions."

Conclusion

. Have the students examine how the south is both "unique" (when compared to other regions studied) and also how their life is changing or has changed.

Note: Focus on the outline below:

  . how people meet their survival needs, e.g., for food, shelter, clothing, health, and security.
  . how people interact with their physical environment, e.g., how they are affected by climate, by resources (or lack of same), by landforms; at the same time, how people affect these geographic elements and/or cope with them.
  . how people interact with others, e.g., through the family or kinship group, through social organizations.
  . how people run their affairs, e.g., how they govern themselves, both at a very local level (a tribe or a village) and at a larger-scale level (e.g., country).
  . how people go beyond their survival needs to secure a degree of comfort and ease.

- how people satisfy their non-material needs, e.g., their entertainment and recreation, their music, art, and literature.
- how people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behavior, e.g., people's values and beliefs.

Perhaps aspects of the above could be presented pictorially through music, through film or some other concrete way.

TOPIC 3: CURRENT ISSUES WITHIN THE REGION

- What issues are a concern of this region? Why? Consider the following: political, economic, and social issues, within the region, or which may be affected by factors from the outside, that could have implications for the region.

Introduction

- Have students identify current issues that are a concern to this region.
    - Through discussion priorize the issues.

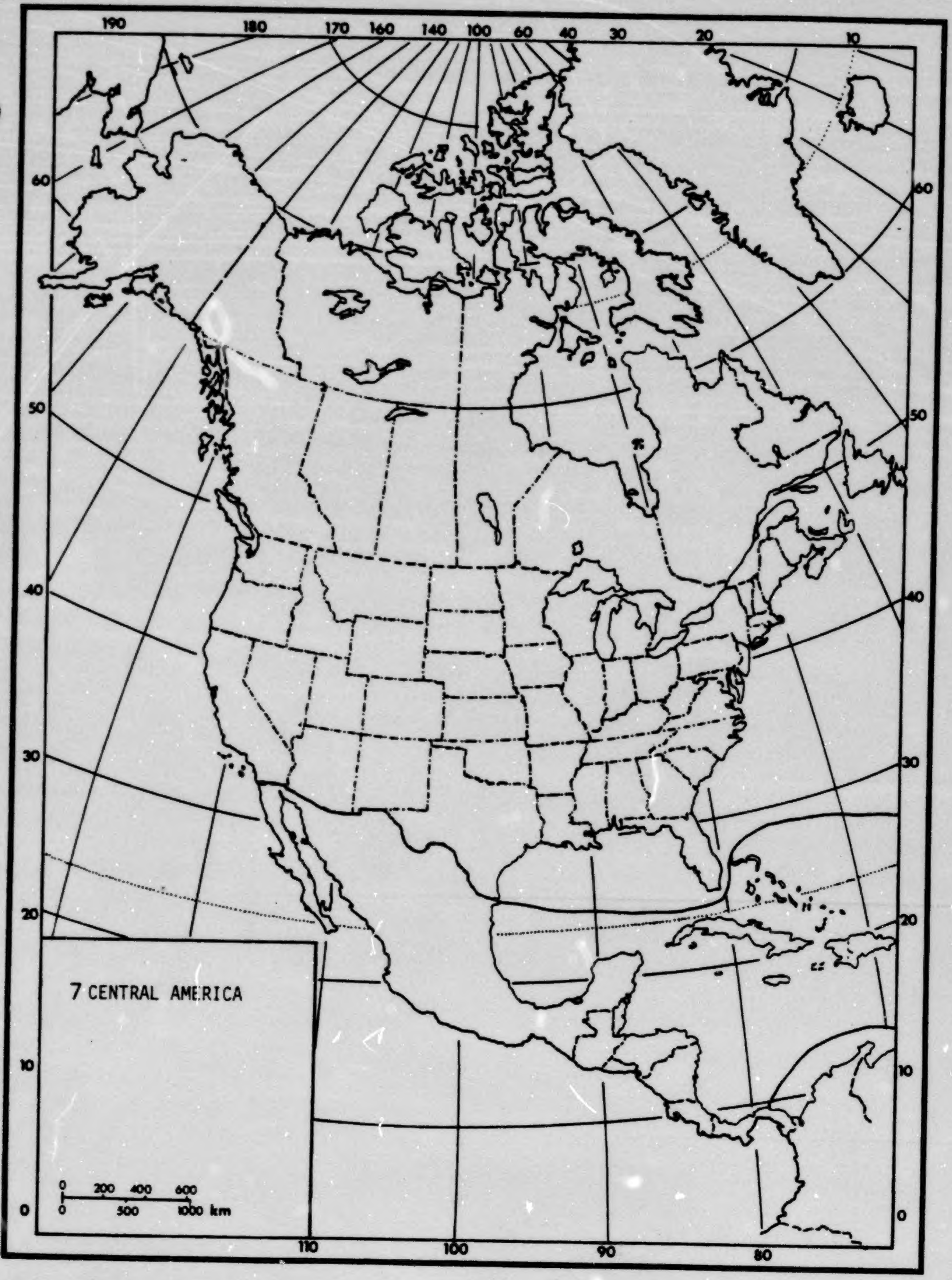
Note: Involve students in monitoring the media to assist in gathering data on issues related to the South.

Development

- Have students (in groups) choose and research one or more current issue and present it to the class in a way other than just "straight presentation".

Conclusion

- With the students, examine and discuss how the issues confronting the South may be resolved.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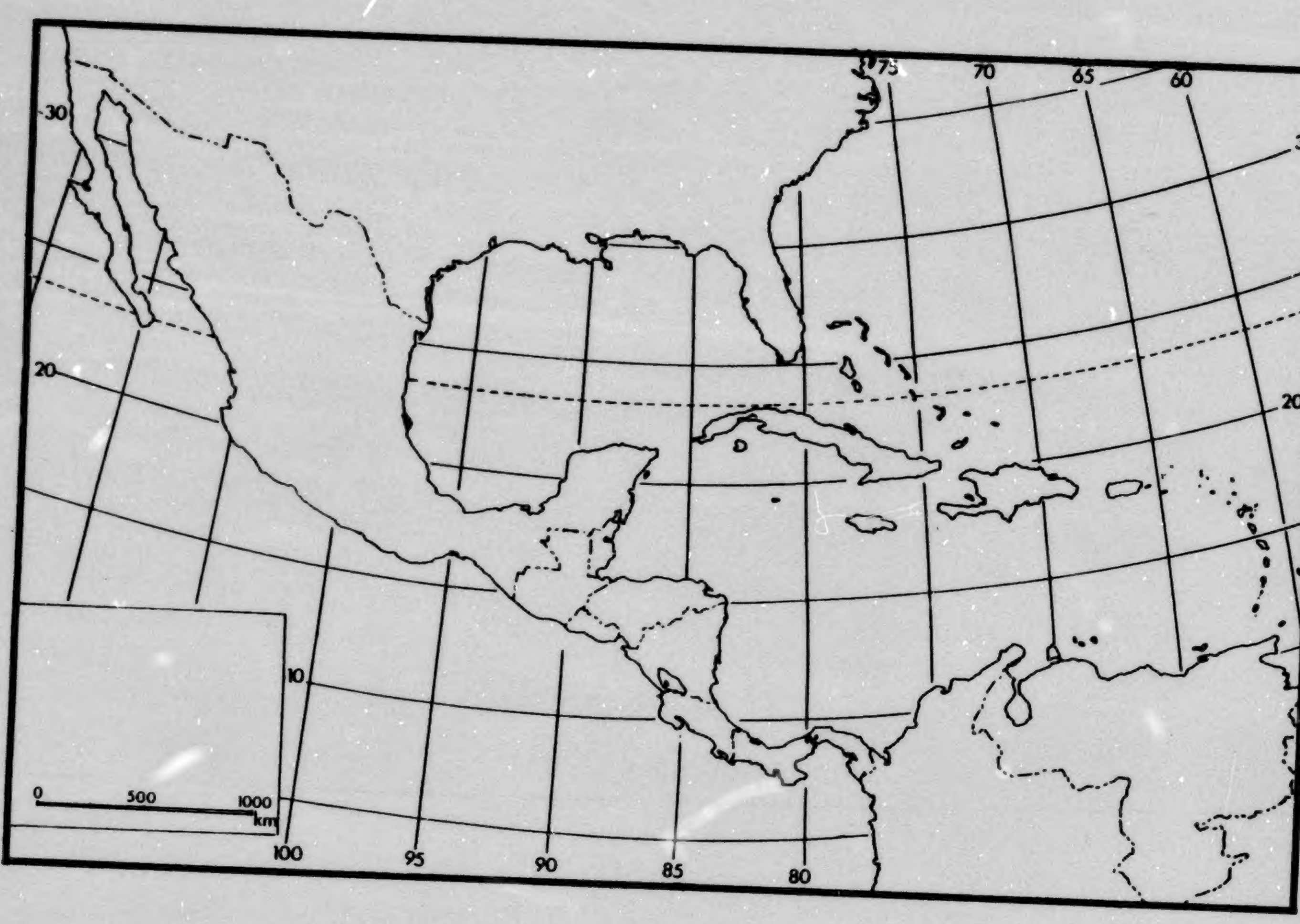
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UNIT VIII - CANADIAN, CONTINENTAL, AND WORLD ISSUES

UNIT VIII OVERVIEW

Themes: (1) Applying the Themes studied in the First World of North America to the Third World of Central America.
(2) Examining Canadian Issues with a Continental or World Scope.

The primary intent of this unit is twofold, firstly to apply specific themes examined in the previous units (i.e., agriculture, resource development and management, tourism, regional economic differences, industrialization, and urbanization) to a country, group of countries, or a region of Central America. Secondly, to examine issues with a continental and/or world scope which have implications for Canadians or for Canada.

UNIT VIII TOPICS AND FOCUSING QUESTIONS

1. Central America

- How do the specific themes examined in the previous units apply to a country/group of countries, region of Central America? Consider the following: agriculture, resource development and management, tourism, regional economic differences, industrialization and urbanization.

2. Energy

- Why and how has energy become a Canadian, a continental and a world issue? Consider the following: sources, distribution, shortages, uses, alternatives, conservation, government involvement, continental conflicts, world perspective - OPEC.

3. Other Issues

Note: Choose one or more of the following issues for consideration in a Canadian, continental and world context.

a) Multinationals
  - What are multinationals? What impact do they have?

b) Trade
  - With whom does Canada trade? Why? What are the implications?

c) Foreign Aid
  - What is Canada's involvement with regard to foreign aid?

d) Other Issues (e.g.)
  - What is Continentalism? What are the implications for Canada?
  - What are some important Canadian-American relations? ...Canadian-Latin American relations?

TOPIC 1: CENTRAL AMERICA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize how the themes studied in the previous units (e.g., agriculture, resource development and management, tourism, regional economic differences, industrialization, and urbanization) apply to a country, group of countries, or region of Central America.

Thinking and Research Skill Objectives. The students should be able to:

- research a variety of sources and compile information on Central America on topics such as agriculture, resource development and management, tourism, regional economic differences, industrialization, and urbanization.

Attitude and Value Objectives. The students should be able to:

- discuss the quality of life of people in Central America as compared to North America.
- discuss Canada's and/or U.S.A.'s role in the development of resources in Central America.

Social Participation Objectives. The students should be able to:

- plan an activity which demonstrates a comparison of life in Central America with that in North America.

TOPIC 2: ENERGY

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize how and why energy has become a Canadian, continental and world issue.

Thinking and Research Skill Objectives. The students should be able to:

- research a variety of sources and compile significant information on energy related issues.

Attitude and Value Objectives. The students should be able to:

- discuss the conflict between energy development and energy consumption.
- discuss how energy consumption affects an individual's quality of life.

Social Participation Objectives. The students should be able to:

- plan an activity which demonstrates an awareness of the significance of energy to the life of people.

TOPIC 3: OTHER ISSUES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- define multinationals and recognize the implications they have for countries.
- identify Canada's trading partners and recognize why they are trading partners with Canada.
- recognize Canada's involvement in foreign aid.
- define continentalism and recognize Canadian-American relations and Canadian-Latin American relations.

Thinking and Research Skill Objectives. The students should be able to:

- compile relevant information on multinationals.
- priorize Canada's trading partners.
- research specific cases of Canada's foreign aid involvement.
- explain the significance of Canadian-American relations to Canada and the U.S.A. and Canadian-Latin American relations to Canada and Latin America.

Attitude and Value Objectives. The students should be able to:

- discuss whether investments by multinationals benefit the country where the investment is made.
- discuss how individuals are influenced by multinationals.
- discuss whether Canada should be trading primarily with the First World, Second World, or Third World.
- discuss the value of Canadian foreign aid.
- discuss the implications of continentalism for Canada....for the U.S.A.
- evaluate Canadian-American relations in specific areas such as industry, trade, communications, security, etc.
- discuss whether Canada should have preferred tariffs, greater investment, etc., with Latin America.

Social Participation Objectives. The students should be able to:

- plan a group activity which demonstrates a greater awareness of one of the topics studied.

Topic 1: Central America

- How do the specific themes examined in the previous units apply to a country/group of countries, region of Central America? Consider the following: agriculture, resource development and management, tourism, regional economic differences, industrialization, and urbanization.

Introduction

- The following 'mind set' activity has been adapted from the Society, Environment and Energy Development Studies (S.E.E.D.S.), with permission.

Mind Set

Participants' Sheet

Directions: In alphabetical order, list as many words as possible (adjectives and nouns) which pertain to Central America.

Optional Scoring (In alloted time):
3 points for each word beginning with a different letter in the alphabet.
1 point for each additional word beginning with the same letter.

SCORE

A. ______________________________ ______
B. ______________________________ ______
C. ______________________________ ______
D. ______________________________ ______
E. ______________________________ ______
F. ______________________________ ______
G. ______________________________ ______
H. ______________________________ ______
I. ______________________________ ______
J. ______________________________ ______
K. ______________________________ ______
L. ______________________________ ______
M. ______________________________ ______
N. ______________________________ ______
O. ______________________________ ______
P. ______________________________ ______
Q. ______________________________ ______

R. ____ ____
S. ____ ____
T. ____ ____
U. ____ ____
V. ____ ____
W. ____ ____
X. ____ ____
Y. ____ ____
Z. ____ ____

- Discuss the above with students.

. Briefly review with students the location of Central American, noting its latitude, surrounding bodies of water, extent, etc. This could be related to the mapwork done in Unit I.

Note: Discuss with students that this is not a region in the same sense as the previous six regions. While there is a certain political and cultural coherence, an application of the regional criteria used in previous units would not apply well here. Rather, the region is more arbitrarily determined, i.e., as another segment of North America.

- Having identified the region, have students (in groups of two) write down three statements which they believe would describe Central America.
  - Have each group share one statement with the class and briefly comment on the statement.

. Review with students the concept of First, Second and Third World, noting some significant contrasts.

Note: In general, the richest and most industrialized "Western" countries are in the First World. They include Canada, the United States, Japan and countries of Western Europe. They have a high standard of living. As well, they usually have democratic governments and capitalist economies. The industrialized countries with Communist governments are in the Second World. They include the U.S.S.R., and the countries of Eastern Europe. They are neither as rich nor have as high a standard of living as do the First World countries. The Third World countries are poorer countries. Industry is just developing in them. They include India, Bangladesh, Pakistan, most of the countries of Southeast Asia, Africa, Central and South America. In general the standard of living in these countries is low.

Some countries are difficult to fit into this kind of model. China, for instance, has a Communist government. Yet it is not part of the Second World, because its industry is just developing. In the same way, countries like Formosa and Singapore are not part of the First World, even though they are highly industrialized and have a relatively high standard of living.

- Why are the countries of Central America best described as being part of the Third World?

. Have students complete a map or series of maps illustrating the countries, islands, major landscape and cultural features of this region.

Development

Note: The following themes have been studied in the regions of North America: agriculture; resource development and management; impact of topography; tourism; regional economic differences; industrialization; and urbanization.

Divide the class into an equal number of groups and themes (chosen from above list).

. Have each group of students apply the assigned theme to a country, group of countries or a region of Central America. (Each group does not necessarily have to select the same area.)

  - Have each group summarize the key concepts of each theme from the study of North America.
  - Have each group research a variety of sources to gather any information they can about their theme in the country, countries or region of Central America that has been selected.
  - Have each group prepare a report which analyzes the similarities and differences between the First World of North America and the Third World of Central America related to the theme. (Support the report with examples, case studies and/or anecdotal material.) Suggested questions to pursue in this respect are:

    - What aspects are similar between Central America and Anglo-America? Why?
    - What aspects are different? How are they different? Which factors contribute to these differences?

  - Have group report their findings. (Depending on the time available or the scope desired, all groups could report their findings to the class or one group report to another group.)

Note: The article "A Costly Price: The Social Impact of Tourism in the Third World" in the MSSTA Journal, Summer, 1983 could be useful.

Conclusion

. Encourage students to bring to class news reports on current events in Central America. Relate these events to the themes and underlying factors developed earlier.

. Have students generalize how problems of the Third World of Central America are similar to those of the First World of North America....how they are different.

- Have students illustrate (perhaps through pictures) how life in Central America compares and contrasts with their own life.

Note: Suggested resources:

- Video movie "Missing" although filmed in Chile, relates to the human condition of many Central American countries.
- Idea Centre, 418 Wardlaw Avenue, Winnipeg. Abundant resources on Central America and developing countries.

Topic 2: Energy

- Why and how has energy become a Canadian, a continental and a world issue? Consider the following: sources, distribution, shortages, uses, alternatives, conservation, government involvement, continental conflicts, world perspective - OPEC.

Introduction

- Trace the history of energy consumption. Use graphs to illustrate the historic beginnings of each energy source from the traditional to the modern. The graphs should also show the relative consumption. This can lead to an introductory discussion of the relative consumption of various fuels at various times in former and more recent history.

  - When was the use of each fuel discovered?
  - What was its growth pattern?
  - Has it gone into decline? Why?
  - Which ones are renewable, non-renewable?
  - Which ones have potential for increased use?
  - What are the environmental implications of the extraction and consumption of each type?
  - What are the economic implications associated with each fuel?

Development

- Organize a film festival. Use commercial and government sources to feature as many different types of energy as possible via film or filmstrip-type presentations, e.g.: wood, animal, wind, solar nuclear, tidal, coal, oil and gas, hydro, hydrogen, geothermal, etc.

  - Have a small group of students preview each audiovisual in order to prepare:
    - an introduction of the audio-visual to the class.
    - a brief outline which class members can use to make a report on the film.
  - Have the group of students who previewed the film evaluate the individual reports.

- Have students prepare arguments (pro or con) on one of the following topics or similar topics.
  - The advantages/disadvantages of a continental energy policy for Canada.
  - The standard of living in a country is directly related to the level of its energy consumption.
  - Canada's energy reserves will be extended more rapidly due to energy saving technology than due to the discovery or development of new energy sources.
  - Canada should develop and consume its fossil fuel resources, without much thought of conserving, because these fuels will be obsolete soon anyway.

Conclusion

- Have students attempt to chart the total energy consumption of their homes during one year (heating, cooling, electricity, fuels for automobiles and other motorized vehicles, etc.).
  - Have the students discuss how their lifestyle would change if any one or more of these energy sources were significantly reduced...removed completely.

Topic 3: Other Issues

Note: Choose one or more of the following issues for consideration in a Canadian, continental and world context.

a) Multinationals
   - What are multinationals? What impact do they have?

b) Trade
   - With whom does Canada trade? Why? What are the implications?

c) Foreign Aid
   - What is Canada's involvement with regard to foreign aid?

d) Other Issues (e.g.)
   - What is Continentalism? What are the implications of Canada?
   - What are some important Canadian-American relations?...Canadian-Latin American relations?

Introduction

Note: The implications of the border between Canada and the U.S.A. have been raised in various contexts throughout the course. Introduce students to this topic by indicating that the relevance of political division is not restricted to Canada-U.S.A. regions or issues. Indicate that all the issues dealt with in the course (from agriculture to tourism to regional economic differences) have a world-wide context.

Emphasize that this final section of the course, while not another region, is an extension of previous units.

Select the topic to be considered on the basis of: available resources; student/teacher interest; relationship to concepts and topics developed studied earlier.

. Prepare students for the study of a topic(s) selected by:

  - showing a film, reading a news article or short anecdote, presenting a case study to create an awareness and interest in the topic.
  - presenting the vocabulary which they will encounter in studying the topic.
  - completing map work which will identify the locations relevant to the study to give students a spatial orientation to the topic.

Development

. Have students research the topic by designing a stimulating lead question or resolution related to the topic chosen.

Note: It should be such that all the students research can be directed toward it. It should require interpretation in its resolution and it should lend itself to creative writing.

- The following topics are suggestions only:
  i) Canada's experiences in the past years clearly indicate that, when it comes to foreign aid, "the more the better", for all parties concerned.
  ii) Multinationals are evil monsters of the world or Multinationals are the bridge to a new world order going beyond nationalism.
  iii) Canadian waters will/will not become the focus of international conflict in the future.
  iv) Canada and the U.S.A. would benefit/would not benefit by a continental, rather than a nationalistic, approach to resource development and management.

Note: Inform students that all their research will lead to an "in class" essay of "x" number of pages in "x" amount of time.

While in the research phase, use any number of conventional approaches (reading assignments, structured questions and answer assignments, periodical reviews, map work, lecture, class discussion, audio-visual resources), as part of the research. Take time to relate the material to the topic chosen so students can formulate a position based on the various viewpoints.

Conclusion

- The day before the essay writing exercise, give students an opportunity to verbally state and argue their position in small groups. This will give students an opportunity to hear alternative positions, to re-evaluate their own position, and also to test their own interpretation of the "facts".

- Conduct the essay writing exercise.

Note: Students should be aware how the essay will be evaluated. You may wish to consider allowing students to have a 20 word outline.

appendix:
excerpt from the social studies k-12 interim guide

I. RATIONALE

A. Intent

In the most general terms, schooling has primarily two functions: to prepare youngsters for society; and to promote their individual development. Generally, the social preparation has taken precedence over individual development. Insofar as a modern society depends for its existence upon certain kinds of knowledge, skills, and values, it is the task of the school system to help in instilling them. Schooling should help youngsters to choose their place in a changing society while, at the same time, helping them to meet their individual needs. Within the school system, however, this specific responsibility falls on the Social Studies program. Hence, an overriding intent of the Social Studies program is to:

- *provide students with resources (i.e., knowledge, skills, values, processes, etc.) to develop ways of thinking, feeling, and acting which will enable them to participate more actively and effectively in a changing society, i.e., to become knowledgeable, purposeful, and responsible citizens. The objective is for students to better understand themselves, their cultural heritage, and the cultural heritage of others; to interact positively with the physical and social environments; to become aware of and analyze critically and constructively the values of society; to make rational decisions and to better understand the contemporary world and its concerns.*

The revised Social Studies program provides the sources from which the essential knowledge skills, attitudes, issues, etc., are developed to assist students in becoming knowledgeable, purposeful, and responsible citizens. The intent is shared with the school, the home, and the society, but the foundation is established by the Social Studies program.

B. Goals

Several broad Social Studies goals have been identified from the general overriding intent:

- *to develop in students knowledge, skills, understanding, and character traits that are essential for effective participation in and responsible contribution to citizenship of Canada and the world.*
    - *Preserve and extend a democratic way of life in the context of the changing Canadian society.*
    - *Provide the understanding that should help students to participate constructively in the economic, civic, and legal life in Canada and the world.*
    - *Develop informed students who are able to function effectively within a rapidly changing society, i.e., to criticize it constructively and to work to improve it where necessary.*
- *to develop in students an appreciation of and positive attitudes towards the diverse cultures to be found in the local, national, and international social environments.*
    - *Exhibit concern for the well-being and dignity of others.*
    - *Develop an understanding of social relationships by recognizing the interdependence of all people.*
    - *Develop positive ways of dealing with prejudice, discrimination, and stereotyping.*
    - *Develop an understanding and empathy for social and cultural groups different from one's own.*
- *to develop within students a feeling of acceptance, and self-confidence; and a recognition of the dignity and worth of the individual.*
    - *Encourage students to understand and accept the responsibility they have for shaping and directing their lives.*
    - *Develop an appreciation of those things of permanence and value from the past.*
    - *Encourage students to judge the importance of their role and purpose in groups and society.*
    - *Develop tolerance for differing views.*

The previous statements are the goals that the Social Studies program should strive to achieve, but it may not be possible to attain all of them within the years that students are at school.

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C. Objectives

For our purposes, social studies may be defined as those areas of knowledge that deal with the interrelationship between people and their environments, both physical and social. Social studies consist not only of facts and generalizations, but also of methods of inquiry, skills, attitudes, and values. There are three major areas of knowledge within the social studies: knowledge of the individual; knowledge of the physical environment; and knowledge of the social environment. It is around these areas, which interact and interconnect, that social studies are organized. Where the teacher's goal is to disseminate this knowledge to the students, learning becomes largely a process of absorbing the thoughts of others. However, an approach to social studies teaching, borne out by research and the experiences of the classroom teacher, has identified means which differ from the text-centered, teacher-dominated approach. This approach focuses on:

- *emphasizing inquiry and discovery by students, rather than teacher presentation of conclusions to students;*
- *viewing the teacher's role as a resource person and an inquirer together with students, rather than a disseminator of information;*
- *developing multiple objectives (i.e., knowledge, thinking and research, and social participation) rather than pursuing one to the exclusion of others;*
- *concentrating on activities and actions of people rather than on places, objects, dates, names, etc.;*
- *emphasizing the cognitive and affective outcomes of student learning, as opposed to the covering of large amounts of detailed facts;*
- *emphasizing the use of a variety of source materials, i.e., films, pictures, paperback books, records, paintings, filmstrips, slides, rather than relying upon a single source;*
- *developing questions from history, geography, and the social sciences, as opposed to concentrating just upon history and geography.*

Such an approach suggests an emphasis which helps students to learn to identify, formulate, and discover for themselves, instead of simply absorbing facts and conclusions. It also suggests that students be provided with opportunities to conceptualize, generalize, infer, and engage in a process of inquiry and discovery. It encourages students to discuss and analyze both their own and others' ideas, attitudes, and feelings. In this way, social studies emphasizes learning rather than teaching; inquiring rather than receiving; active involvement rather than passive reception.

The Social Studies program outlines four general categories of objectives, which give direction to the teaching strategies and learning activities. These include:

- *Knowledge objectives: These identify the subject matter which students are expected to acquire, understand and use, usually divided into facts, concepts, and generalizations.*
- *Thinking and research skill objectives: These objectives are to assist students to develop divergent thinking skills and such research skills as gathering and interpreting data and drawing conclusions more effectively.*
- *Attitude and value objectives: These objectives are to assist students to develop attitudes, feelings, sensitivities, interests, and values, which enable them to become more effective and responsible citizens.*
- *Social participation objectives: These objectives are designed to help develop informed people who will participate effectively with others to achieve mutual goals, participate actively in society (i.e., to criticize it constructively and to work to improve it where necessary) and participate in group discussion and group decision-making.*

The development of objectives in the area of knowledge involves more than just the acquisition of specific factual information. Facts become useful when they are placed into some type of organized relationship and are used to acquire and formulate such relationships. More durable knowledge, such as concepts and ideas or generalizations, should be emphasized and developed.

The thinking and research skills make it possible for students to be actively involved in thinking critically, in gathering and interpreting social studies data, and in drawing conclu-

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sions. Examples of each of these activities follow:

- *Thinking critically: - formulating, detecting, perceiving, hypothesizing, inferring, analyzing, synthesizing, evaluating, generalizing, conceptualizing, judging;*
- *Gathering data: - identifying, listing, acquiring, listening, looking, writing, examining, observing, reading, viewing, searching, recording, interviewing, locating, questioning, brainstorming;*
- *Interpreting data: - comparing, contrasting, describing, explaining, analyzing, inferring, deducing, grouping, evaluating, mapping, distinguishing, recognizing, outlining, graphing, sequencing, categorizing, relating;*
- *Drawing conclusions: - examining, evaluating, judging, discussing, debating, generalizing, composing, criticizing, creating, forming ideas, summarizing, simulating, postulating, synthesizing, role-playing, classifying.*

Learning activities are of different types and serve different purposes. Some activities provide for active critical thinking; some for intake of information, i.e., gathering data; others for assimilating and organizing data, i.e., interpreting data; and still others for expressing and demonstrating what has been learned, i.e., drawing conclusions. Understanding that different kinds of learning activities serve different purposes, helps teachers design activities that may assist students to learn in a variety of ways.

Attitudes and values include the skills and dispositions which will help students understand and empathize with others different from themselves as well as help them understand their own attitudes, interests, feelings, sensitivities, and values. Students must be encouraged to examine the evidence for their positions (i.e., values, attitudes, etc.) and to defend them The following are examples:

- *to develop tolerant attitudes towards other individuals and groups while at the same time establishing some reasonable criteria for judging and discriminating among different opinions;*
- *to develop a positive attitude toward their own and others' feelings;*
- *to examine the variety of attitudes, feelings, values, etc., that are possible in given situations and to compare them to their own in similar situations;*
- *to develop an appreciation for such procedural values as respect for truth, freedom, toleration, fairness, and respect for reasoning.*

The intention of the Social Studies program is to present opportunities for students to identify, explain, and evaluate their own, as well as others' feelings, beliefs, and values. This process involves asking students to identify or recall the actions of an individual or group in a specific situation; explain why they think such behavior occurred; infer what attitudes are implied; and analyze their own behavior and attitudes. It also involves a process of establishing some reasonable criteria for judging different opinions.

The social participation skills concern themselves with the relationship and interaction of one student with another or with a group in or out of school. Examples of social participation skills are stated below:

- *helping and working with other students.*
- *participating and interacting positively in classroom discussions.*
- *participating and working effectively with others in groups and organizations to achieve mutual goals.*
- *participating actively in society, i.e., participating in volunteer work that helps the elderly, young children, ill, handicapped; participating in (or observing) efforts directed toward solving some community problems; criticizing society constructively and working to improve it where necessary; participating in a political campaign of a candidate of the student's own choice, etc.*

The intention is that students participate effectively in individual and group activities; listen to opinions of others; cooperate with students and individuals inside and outside of school; and participate actively in society.

Although the Social Studies program is designed to achieve these objectives, it may not be possible to attain all of them with each student because some must be regarded as lifelong goals of learning.

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D. Learning and Development

If successful learning is to occur, the content and the strategies must be appropriate to the developmental level of the students being taught. There is increasing evidence that children's intellectual development is a process which begins with what might loosely be called prelogical thought, through concrete, to abstract thought. In Piaget's terms, the process is from the preoperational, through the concrete operational, to the formal operational stage. In Bruner's terms, the stages are inactive, ikonic, and symbolic. Several other researchers have identified similar stages. The content of the program, then, should be selected, organized, and presented in a manner consistent with the developmental level of students. The task of teaching a subject to a child at any particular age is one of presenting that subject in terms of the child's way of viewing things. Children can be helped to develop gradually within these stages if stimulating activities suited to their abilities are available for them. The following identifies and briefly describes the stages.

- *Pre-Operational Thinking (approximate ages 2-6): The child is egocentric and cannot readily see points of view of others. This stage marks the beginning of language use. The child has to do things in order to find out what happens and usually cannot think out likely consequences unless it has been done before. The tendency is to see one variable at a time and to ignore others.*

- *Concrete Operational Thinking (approximate ages 7-12): Early in the stage the child begins to think out what might happen as a result of an action. The child may notice more than one variable but the ability to see the effect of changing and combining variables is limited. The child begins to form logical conclusions based on concrete evidence, develops classification skills by grouping perceptually, and explains things in terms of concrete evidence. During the later years there is a greater ability to manipulate things mentally, to plan ahead, and to approach problems systematically. The child can develop and use concrete models. There is an increasing need for and use of measurement and recording,and the child can measure time intervals but has little understanding of continuity of time. Thinking is limited to thoughts about concrete things of reality to the child, but there is an incomplete ability to deal with variables except in simple cases,and the child has difficulty using reversible logic.*

- *Formal Operational Thinking (approximate ages 13-15): There is a growing ability to see relationships and to generalize. Most students are able to make use of abstract concepts in explaining cause and effect and are able to think in terms of the hypothetical as well as the actual. There is an ability to recognize relevant variables in a situation and to control them when testing out the effect of changes.*

A child may demonstrate all of the stages on different occasions with different materials or ideas. Research also indicates that student "hands on" activities, peer interaction, questioning, and discussion are important stimulants to the thinking process. An obligation that teachers have is to open students' minds and engage their active curiosity. It is suggested that teaching strategies be based on the following principles:

- *students should see the meaning and significance of what they are doing;*
- *all new learning should be based upon what has been learned before;*
- *contact should be established with concrete reality and/or experience;*
- *there should be frequent interchange of thought and ideas with others;*
- *questions, problems, and dilemmas should be as open-ended as possible;*
- *students should become actively involved in their learning, rather than being asked to become passive recipients of instruction; and*
- *students should be presented with problems which call for thought and for which ready-made solutions do not exist.*

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II. SELECTING CONTENT

Selecting content for social studies is a difficult task, especially with the continuing increase of knowledge. There is always a danger that the Social Studies program may become overloaded with a mass of unrelated facts. As stated previously, social studies may be defined as those areas of knowledge that deal with the interrelationship between people and their environments, both physical and social. The three major areas of content identified within the social studies are:

- *knowledge of the individual;*
- *knowledge of the physical environment; and*
- *knowledge of the social environment.*

It is from these three areas, which interact and interconnect, that the Social Studies program is developed.

For well-known historical reasons the social studies have been regarded as synonymous with history and geography. During recent years, the other social sciences have had an increasing impact upon both history and geography, which have been given new perspectives. Indeed both history and geography now draw significantly from the other social sciences. If students are to acquire the needed skills and knowledge for effective living in a complex,changing society, it is necessary to recognize this broader view of history and geography. Knowledge from any one discipline is too limited to enable an individual to understand the complexity of human behavior and human relationships. The selection of content has been guided by the criteria suggested by Hilda Taba:

- *Appropriateness: Is the program appropriate to the developmental level of students?*
- *Significance: Does the program explain the important features of the world today?*
- *Durability: Does the program address issues of lasting importance?*
- *Balance: Does the program permit development in both scope and depth?*
- *Validity: Does the program adequately represent ideas from the appropriate disciplines?*

There is little disagreement that a major thrust of social studies should be to inform students about their own society. However, for psychological and pedagogical reasons, at different grade levels of the Social Studies program, emphasis will be placed on local, provincial, regional, national, or global concerns. For example, in the primary grades the emphasis is given to the child's immediate neighbourhood, while in the intermediate grades, regional and national concerns are emphasized. Local and regional studies must be seen as leading to, at the completion of the program, an understanding of Canada. For example, the study of government should begin at the local level and lead to the study of government at the provincial and federal levels. By the end of their high school program, students should have an understanding of Canada's basic features. These are that Canada:

- *is a country in which national unity cannot be taken for granted. It is officially bilingual, geographically and culturally diverse,and subject to often severe centrifugal forces. Many of its various cultural groups are experiencing a new sense of identity.*
- *is characterized by strong feelings of regionalism - a result of history, geography, and economic relationships.*
- *is exposed to strong external influences, especially from the United States.*
- *is an industrialized, technological, and urbanized society, although to varying degrees in different regions, but has maintained, at the same time, a strong agricultural base.*
- *has a political system described as a parliamentary democracy within the framework of a constitutional monarchy. It is federally organized, with consequent federal-provincial tensions.*
- *is undergoing a trend towards larger and larger institutions - both governmental and non-governmental - against which individuals often feel that they have little or no power.*

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- *is experiencing a serious ecological dilemma, exemplified by industrial pollution in some parts of the country and, generally, by conflicting demands for energy and the preservation of natural environments and the rights of particular groups.*
- *has a mixed economy with inequities in the distribution of wealth and power. This produces considerable debate and disagreement as to the role of the state vis-a-vis the role of private business.*
- *is a society in which traditional norms, values, and roles are under increasing challenge.*
- *is an economically developed, middle power with various international aims and responsibilities.*

These statements essentially describe the reality of Canada. They should be thought of as problematic, and students should be taught to examine the issues involved. Because education should have some effect on attitudes, values, and dispositions, the features described in the preceding statements should be organized in such a way that students can at least frame defensible viewpoints on the various issues which are raised and also be aware of possible courses of citizen action.

Students should also learn about the world of which Canada is a part. Several basic features of the world have also been identified from which organizing questions for social studies are drawn. It is not being suggested that all of the features be taught to young children. In the early grades, for example, the emphasis is on the variety of "ways of life" that exist in the world, while in the later intermediate grades, greater emphasis is given to the interconnectedness and interdependence of the world. However, the intent is that, by the end of the program, the following points will have been developed:

- *the increasing disparity between the developed and the developing world, especially in view of the urgency of the ecological question and the growing pressure on resources, coupled with the phenomenon of rising expectations and the "population explosion."*
- *the interconnectedness and interdependence of the world; due to factors such as resources, trade, and alliances.*
- *the impact of science and technology.*
- *the rapidity and pervasiveness of change.*
- *the lack of basic human rights in many parts of the world.*
- *the importance of ideological issues in the modern world.*
- *the growing trend toward international organizations, e.g., European Economic Market; Organization of African Unity; NATO; Warsaw Pact; multi-national corporations.*
- *the threat of war, especially in view of the existence of nuclear weapons, great power perceptions, and international alliance systems.*

As with the Canadian features, students should be taught to examine the issues involved.

In addition, the Social Studies program is intended to lead students to think seriously about the way in which people live. To this end, it includes topics which encourage students to compare a wide variety of "ways of life" both past and present, so that they might examine contemporary life against a wide range of alternative possibilities. The notion of the "ways of life" or "the life of people" includes the following:

- *how people meet their survival needs, e.g., for food, shelter, clothing, health, and security.*
- *how people interact with their physical environment, e.g., how they are affected by climate, by resources (or lack of same), by landforms; at the same time, how people affect these geographic elements and/or cope with them.*
- *how people interact with others, e.g., through the family or kinship group, through social organizations.*
- *how people run their affairs, e.g., how they govern themselves, both at a very local level (a tribe or a village) and at a larger-scale level (e.g., country).*
- *how people go beyond their survival needs to secure a degree of comfort and ease.*
- *how people satisfy their non-material needs, e.g., their entertainment and recreation, their music, art, and literature.*

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- *how people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behavior, e.g., people's values and beliefs.*

A number of interdisciplinary content-organizers have been identified for the teacher. They are not meant to be exhaustive but have been identified to provide direction to and guidance for organizing content. The content-organizers are to be treated as developmental in nature and should be looked upon as threads which reappear throughout the K-12 program in a spiral fashion, moving toward greater development, i.e., they cannot be fully developed at one grade level and are therefore reintroduced in more and more complex forms at various grade levels over a long period of time.

The content-organizers are to be treated in the context of the relationship that exists between an individual (self) and the physical and/or social environment. The ever broadening understanding of self; first as a member of a family; then community; then society; then country; and finally of the world, must also be developed as the individual's physical and social environment expands from a very local to a much broader perspective.

The following identifies and explains each of the content-organizers:

- *location: identifies place (where) and space (size). A related concept includes distribution (population, climate, resources, etc.);*
- *causality: identifies the relationship between a cause and its effect over a period of time. Related concepts include outcome; sequence; relationship; conclusion; result;*
- *interdependence: identifies the dependence of one thing on another. Ecology, for example, is the study of this type of relationship (interdependence) of one living organism to another. Individuals, groups, or countries, for example, cannot exist in isolation but are dependent on each other; the relationship between climate and vegetation is another example;*
- *power: identifies the authority/control of one over another, e.g., an individual over another individual; institution over individuals; a country over another country. Related concepts include wealth, ownership of property, social stratification, knowledge, religion, military strength;*
- *time: identifies the measured or measurable period during which an action, process, or condition exists or continues. Described by eras, periods, years, dates, etc. A common concept of history -- a reference point. Answers the question of when;*
- *change: identifies the verifiable, quantitative, and qualitative differences that occur over time. Described by adaptation, evaluation, growth, progress, revolution, transition, etc.;*
- *resources: identifies those things found in/within the environment which are considered useful in relationship to human economic activities. Related concepts include conservation, ecology, consumption, economy, energy, GNP, production, distribution, environment, profit, supply and demand;*
- *group: identifies a number of individuals assembled together for a common purpose or having some unifying relationship, e.g., families, clans, people of the same geneology/ethnic group, students, political party;*
- *decision-making: identifies the act of examining alternatives (as individual(s), groups) for the purpose of making choices. A concept commonly studied with reference to the political process -- Who makes the decisions? How? Why?*
- *technology: identifies the process or application in which products of the natural world are either used, adapted, or manufactured, both to organize work and to make tasks easier or more efficient. New technological innovations often imply changes affecting the way people live, e.g., communication, industry, transportation;*
- *culture: identifies the way people live and work to satisfy their basic needs. This includes adaptation, attitudes, beliefs, customs, habits, language, norms, race, religion, traditions, values, etc. Related concepts include assimilation, segregation, integration;*
- *identity: identifies the perception people have of themselves in terms of their beliefs, attitudes, and traditions. Identity influences the social and political behavior of individuals, groups, and nations. Important related concepts are individualism, family, peer group, community, regionalism, nationalism, internationalism, etc.;*

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- *interaction: identifies the reciprocal action or influence between/among individuals/groups as well as the action occurring between individuals/groups and their physical and social environments. The interaction can be carried out in the spirit of cooperation or conflict; harmony or domination; cooperation or exploitation; etc.;*
- *diversity: identifies the condition of being different. Used when comparisons are made between quite different: groups of people; political systems; ways of life; communities; regions; countries; etc.;*
- *needs: identifies those things required for the health and well-being of an individual. Includes survival, food, clothing, shelter, social organization, communication, recreation, security, beliefs, affection, spirituality, etc.*

Having an understanding of the interrelated content-organizers, identified from the various social science disciplines, allows one to examine an issue that spans several disciplines, or is interdisciplinary in scope.

III. EVALUATION

In general, teachers and students are aware that evaluation reveals strengths and weaknesses of INSTRUCTION as well as of LEARNING. The functions of evaluation must go beyond just the single 'popular' purpose of grading. Evaluation should include the function of:

- *informing learners of the degree to which they have attained the goals.*
- *diagnosing areas of strengths and weaknesses to provide special study and remedial instruction.*
- *providing feedback into the instructional system so that corrective action can be taken.*
- *providing operational targets for the learner.*
- *promoting educational quality.*
- *giving guidance to help students make decisions about their future.*
- *informing parents, institutions, etc., of the students' competence.*

Evaluation implies reference to statements of objectives and must be consistent with the philosophy and rationale outlined in the Social Studies program. It is obvious that these objectives must be matched with the individual abilities of students. Benjamin Bloom, for example, separates the task into three classifications: diagnostic; formative; and, summative evaluation.

Diagnostic Evaluation

This task begins before instruction occurs. It is designed to assess the students' skills and needs, and facilitate the identification of appropriate learning objectives and the planning of the instructional program.

- *What are the students' interests and immediate needs?*
- *What knowledge, thinking and research, attitude and value skill level is evident?*
- *What strengths are evident that can be used to proceed?*

Formative Evaluation

This task occurs during instruction. Future learning experience can be adjusted based on what was not mastered during instruction. It is a continuous and ongoing activity in the classroom. Formative evaluation, as an ongoing process, is a valuable and principal method of assessing not only the students, but also the effectiveness of the program's strategies and materials.

- *Are students mastering the assigned task?*
- *What parts of the task are not being mastered?*
- *Can students help explain difficulties?*
- *Can students help choose new tasks?*

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Summative Evaluation

This task occurs at the end of instruction. It assesses the students' progress over a longer period of time, or over a larger block of work. It is also a way of assessing whether the objectives have been met. Usually a grade is assigned or the task assesses the overall success in meeting the instructional objectives.

- *How well have the students achieved the knowledge objectives?*
- *What evidence is there that certain thinking and research skill objectives have been achieved?*
- *How well have the students demonstrated the attitude and value objectives?*
- *To what degree have the students demonstrated the social participation objectives?*

If both students and teacher are clear on intent and expected outcomes of a given task, the job of evaluation will enhance the students' involvement, commitment, and personal discovery. Not only is the instructional process easier to assss, but the learning process is also enhanced because students can interact with the teacher at stages along the way. Feedback is then immediate, and appropriate corrective procedures can be assigned. An important point of evaluation is that it is students' progress that is to be evaluated, not their flaws. One of the richest sources of collecting information on students' progress is the teacher's observation of day-to-day responses and interactions of students as they participate in classroom activities.

Teacher-made achievement tests should invite the student to go beyond the lowest level of knowledge. Although the categories below are often described as being at different levels, one should not infer that one is better or of greater worth than some other. What is important is that there be a balanced emphasis on these processes and that students be given the opportunity to learn to develop them as early as possible. Bloom, for example, suggests the following hierarchy of levels:

- *knowledge - items at this level require the student to recall specific facts, names, places, trends, and learned concepts, generalizations, or theories. The student is expected to produce from memory some previously learned knowledge. Some key words that usually indicate a knowledge level question are: describe; define; list; name; recall; show; identify; match; recognize. Examples:*

  i. List the major cities of the prairie region.

  ii. Which listed scientist is most likely to study what artifacts found below the surface of the ground reveal? Mark the correct letter in the space provided. (a) an historian; (b) a geologist; (c) an anthropologist; (d) an archaeologist. ______

- *comprehension - items at this level ask the student to recognize the main idea of a communication, translate a graph or picture into words or vice versa, put into their own words what they have heard or read, and finally to speculate on the consequences of communication. Some key words that usually indicate a comprehension level question are: compare; contrast; explain; estimate; give an example of; hypothesize; illustrate; infer; interpret; predict; relate; rephrase. Examples:*

  i. Compare a Native tribe from the prairie provinces with one from the west coast.

  ii. Explain the following term in one or two sentences: constitution.

- *application - items prepared at this level require that students apply a concept, generalization, principle, or idea to a new situation. Students are given a new problem which, if solved, reveals their ability to apply the appropriate concept, idea, etc. Application requires the student to transfer learning to a new situation with little or no direction. Some key words that usually indicate an application level question are: apply; construct; develop; demonstrate; solve; draw; role-play. Examples:*

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i. Using modelling clay, develop a plan for and build a model of a feudal manor.

ii. Write a play (or role-play a scene) that illustrates some aspect of the settlement at Red River.

. analysis - items at this level involve the students in an activity which takes apart an idea, principle, or theory by dividing it into small parts with a conscious knowledge of their relationship to one another. This involves the ability to: identify or classify the elements of an idea or statement; make explicit the relationships among these elements; and, recognize the organizational principle or structure that holds a broad idea or statement together. Some key words that usually indicate analysis level questions are: analyze; categorize; classify; contrast; compare; discriminate; distinguish. Examples:

i. Analyze the idea of interdependence by illustrating from the situation in your home or community.

ii. After studying this tourist guide, distinguish between those things which are fact and those which are propaganda.

. synthesis - items at this level ask the students to create something entirely new from a series of unrelated events, parts, or conditions. Because the student will have to assemble something from an assortment of parts, time restrictions will have to be flexible. This takes the form of a plan, a proposal, or some product such as a story. Synthesis differs from application in that the form of the final product is not specified, nor are the ways in which the elements may be combined. It is this feature that makes the synthesis a unique and creative activity. The synthesis question is intended to be broad and open-ended. It does not imply any right answer, but instead assumes a variety of possible solutions, any or all of which could be acceptable. Some key words that usually indicate a synthesis level question are: create; develop; formulate a solution; make up; propose a plan; put together. Examples:

i. What solutions might be proposed for the problems of air pollution resulting from burning fossil fuels such as coal?

ii. From your study this year, develop how technology has increased our dependence upon private transportation.

. evaluation - items at this level require the student to make judgements based upon some standard of appraisal. The criteria used may have been prepared by the student or by someone else. More specifically, judgements are made by the student involving the logical accuracy and consistency of a communication. Equally, judgements that the students make at this level must take into account the communication's relationship or comparison to other theories, generalizations, and facts - in short, how does it "stack up" against the highest known standards in its field? It requires that students indicate the criteria on which they have made their judgement and supply appropriate data to justify their position. If several alternatives are given, a student must select one, using some appropriate criteria. Some key words that could indicate an evaluation level question are: evaluate; select; judge; decide; choose; which do you consider. Examples:

i. Here is a painting done by William Armstrong who lived at the time of Manitoba's entry into Confederation. It is a painting of Fort Garry on the Assiniboine River. Do you think it is an accurate representation of the Fort. Circle one answer.

No Partly Yes

Give three reasons for your answer. Each reason must cite evidence to support your claim. The evidence must include at least two descriptive passages and at least two visual samples for comparison purposes.

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ii. *For what reasons would you favor/not favor . . .? (e.g., an influx of new immigrants to Canada; greater restriction of foreign television programs shown in Canada)*

As well as designing tests for the knowledge objectives, which ask students to recall, comprehend, apply, analyze, synthesize, and evaluate, tests should also be designed to include the other three categories of objectives which have been identified in the Social Studies program (i.e., thinking and research, attitude and value, and social participation). Testing in the area of thinking and research skill objectives would ask students to construct, draw, interpret, measure, prepare, collect, locate, etc. In these areas the degree of accuracy between what is prescribed and what the student achieves may be used for grading, providing clear criteria are spelled out to students. Examples:

i. *Prepare a newspaper report of a gold rush in the 1850's.*
ii. *Collect data about selected aspects of community life through direct observation and other forms of research.*

Testing in the area of attitudes and values would ask students for judgements and opinions about their choices and would ask them to provide supportive arguments. Students should be given credit for the analysis rather than for the decision itself. Examples:

i. *Discuss what you view to be some positive and negative aspects of the technological effects you have studied.*
ii. *Provide reasons for viewing particular features of your community as adding to or detracting from the quality of life in the community.*

In the area of social participation, students should receive credit for effective participation, for communication, for cooperation, for leadership, for responsibility, etc., as well as making written responses to the basic objectives of the course. Examples:

i. *Plan an action aimed at some local problem arising from the impact of humans on their ecosystem.*
ii. *Arrange an interview or visit with Band Office personnel (or write a letter) to discuss a topic such as the organization of a Native reserve today or land claims of Native groups and share it with the class.*
iii. *As a group, plan together and carry out an activity to assist a newly arrived immigrant in your school or community.*

IV. TIME ALLOTMENT WITHIN THE PROGRAM

The Social Studies curriculum has been formalized for 70% (28 weeks) of the allotted time in any given year. The remaining time, 30% (12 weeks), is available for investigating concerns or issues deemed relevant by teachers and/or students. The following are suggested guidelines for organizing the 30% allotment:

. *Extending the study of the formalized social studies topics and issues.*
. *Investigating relevant social studies topics selected by teachers in cooperation with students. Topics can be either local, national, or global in scope.*

The topics should be developed in the context of the outlined rationale,and students should assume greater responsibility for selecting issues as they progress through the grades.

V. SCOPE AND SEQUENCE

Basically, the early grades focus on the needs and interdependence of individual students, their families, and their communities. The program then compares the life within the students' own community with that of another Manitoba community, a Canadian community, and finally several world communities.

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The focus then shifts to the way people live in Canada today and subsequently to the way in which people lived in Canada during the past. At the grade seven level, the program focuses on the world today—a geographic orientation—following in grade eight by an examination of the way people lived through the ages—an historical orientation. The grade nine program—Canadian studies—focuses on the society in which the student lives. It serves both as a conclusion to the K-9 program as well as an introduction to the grade ten and eleven programs The required grade ten course is North America—a geographic perspective with an emphasis on Canada. The required grade eleven course is Canada—a social and political history perspective. Both include a world issues orientation from the Canadian viewpoint. In addition, a new optional course in grade twelve (World Issues 300/301) issues is being developed.

The general content within each level (00, 01) will be similar but the scope (depth) and approach will differ.

The social studies optional courses in grades 10 and 11 will continue to be available, but will be reviewed after the regular K-12 program has been completed. (e.g. American History 100 and 101; Physical Geography 200 and 201)

The intent is to have three optional courses available in grade XII, namely World Issues 300/301; Western Civilization 300 (similar to present course); Human and Economic Geography Geography 300/301. Many of the objectives presently in the Comparitive Systems 300 course and in the Modern World Problems 301 course are being incorporated into the World Issues 300/301 course. The intent is that students taking the World Issues course will also be able to take and receive credit in History of Western Civilization, Human Geography, and Economic Geography, but not in the present Comparative Systems or Modern World Problems courses.

Individual final grade guides for Kindergarten to Grade Six are available. The final grade guides for Grades Seven to Nine will be available in the fall of 1984 Interim grade guides for Ten and Eleven in 1984. The Grade XII World Issues Pilot guide will be available in the fall of 1984.

The following titles outline the sequence of the K-12 Social Studies program.

GRADE	
K	Exploring My World
1	Human Needs and Human Interdependence
2	Changes
3	Communities Today
4	Communities Around the World
5	Life in Canada Today
6	Life in Canada's Past
7	Spaceship Earth
8	People Through the Ages
9	Canada Today - Canadian Studies
10	North America: A Geographic Perspective
11	Canada: Social and Political History
12	World Issues

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A CHECKLIST OF THINKING AND RESEARCH SKILL OBJECTIVES

The following skills are provided as a checklist and guide to assist teachers. For convenience, they have been divided into two categories: (i) Early Years K-4; and (ii) Middle Years and Senior Years 5-12. It is suggested that the skills be introduced and developed in the level indicated. It is to be understood that even though a skill may be introduced at a particular grade, its development occurs over several grades and will therefore require further teaching in successive grades. The skills have been listed under the following headings:

I. Locating, Organizing and Evaluating Information
II. Acquiring Information Through Reading, Listening, and Observing
III. Communicating Orally and in Writing
IV. Interpreting Pictures, Charts, Graphs, Tables, Maps, and Globes
V. Understanding Time and Chronology

The list of skills which appears under the Early Years K-4 column is to be reviewed/maintained throughout the Middle Years and Senior Years 5-12.

I. LOCATING, ORGANIZING AND EVALUATING INFORMATION

Early Years K-4: Introduce and develop the following skills.

A. Locating Information

. Work with Books:

- use of title;
- table of contents;
- index;
- title page;
- glossary;
- distinguish between storybooks and factual books;
- locate information in an encyclopedia;
- use of dictionary.

. Read Newspapers, Magazines and Pamphlets with Discrimination:

- recognize above as sources of information about many topics;
- select important news items

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

A. Locating Information

. Find Information in Encyclopedias and Other Reference Books:

- locate information in an encyclopedia by using the index and cross references;
- use reference works such as, Canada Year Book, World Almanac, Atlases, Statesman's Year Book, etc.

. Read Newspapers, Magazines and Pamphlets with Discrimination:

- select from these sources material that is pertinent to class activities;
- learn the organization of a newspaper and how to use the index;
- learn about the sections of the newspaper;
- recognize the differences in purpose and coverage of different magazines, newspapers, and pamphlets.

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Early Years K-4: Introduce and develop the following skills.

. Find Material in a Library:

- by using a card catalogue;
- book listed by subject, author, title;
- cards arranged alphabetically;
- cards have call numbers in upper left hand corner to indicate location on the shelf.

. Gather Facts from Field Trips and Interviews:

- identify the purpose of the field trip or interview;
- plan procedures, rules of behavior, questions to be asked, things to look for;
- take increasingly greater initiative in the actual conduct of the field trip or interview;
- evaluate the planning and execution of the field trip or interview;
- find acceptable ways to open and close an interview;
- express appreciation for courtesies extended during the field trip or interview;
- record, summarize, and evaluate information gained.

B. Organizing Information

. Compose a title for a story, picture, graph, map or chart.
. Select answers to questions from material heard, viewed or read.
. Classify pictures, facts and events under main headings or in categories.
. Arrange events, facts and ideas in sequence.
. Make an outline of topics to be investigated and seek material about each major point, using more than one source.
. Select the main idea and supporting facts.
. Make simple outlines of material read, using correct outline form.
. Write a summary of main points encountered in material.
. Make a simple table of contents.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

. Find Material in a Library:

- some author cards give more information than the title or subject card;
- information such as publisher, date of publication, number of pages and of illustrations, and usually some annotations are provided;
- the Dewey Decimal System is a key to finding books;
- use the Canadian Periodical Index and other indexes.

B. Organizing Information

. Take notes, making a record of the source by author, title, page.
. Construct outlines to organize reports in logical sequence.
. Make a bibliography.

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Early Years K-4: Introduce and develop the following skills.

C. Evaluating Information

- Distinguish between fact and fiction.
- Draw inferences and make generalizations from evidence.
- Reach tentative conclusions.
- Compare information about a topic drawn from two or more sources to recognize agreement or contradiction.
- Consider which source of information is more acceptable, and why.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

C. Evaluating Information

- Distinguish between fact and opinion.
- Examine reasons for contradictions, or seeming contradictions, in evidence.
- Think critically and make decisions.
- Recognize propaganda and its purpose in a given context.

II. ACQUIRING INFORMATION THROUGH READING, LISTENING, AND OBSERVING

- Read to find answers to questions.
- Skim to find a particular word, get a general impression, or locate specific information.
- Make use of headings, topic sentences, and summary sentences to select main and subordinate ideas.
- Select the statements that are pertinent to the topic being studied.
- Listen and observe with a purpose.
- Listen attentively when others are speaking.
- Identify a sequence of ideas and select those that are most important.
- Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information.
- Adjust to a speaker's voice, delivery, and to the physical conditions of the situation.
- Learn abbreviations commonly used in social studies.
- Make use of italics, marginal notes, and footnotes to discover emphasis by author.
- Consciously evaluate what is read.
- Analyze video and audio presentations; e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics.
- Reserve judgement until the speaker's entire presentation has been heard.
- Take notes while continuing to listen and to observe.

III. COMMUNICATING ORALLY AND IN WRITING

- Develop an adequate vocabulary.
- Choose the appropriate word.
- Pronounce words correctly and enunciate clearly.
- Talk and write in sentences.
- Keep to the point in all situations involving oral and written expression.
- Develop self-confidence in oral communication and in writing.
- Exchange ideas through discussion, either as leader or participant.
- Respect limitations of time and the right of others to be heard.
- Prepare and use notes in presenting an oral report, giving credit when material is quoted.
- Take an active, responsible role in group discussions.

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Early Years K-4: Introduce and develop the following skills.

- Suggest a tentative conclusion, solution, hypothesis, prediction, decision, generalization, and propose ways to test these.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

IV. INTERPRETING PICTURES, CHARTS, GRAPHS, TABLES, MAPS, AND GLOBES

A. Interpret Pictorial Materials:

- Recognize these materials as sources of information.
- Note and describe the content of the material.
- Interpret by applying related information and use the material as one basis for drawing conclusions.
- Distinguish between types of pictorial material; recognize the advantages of each; and recognize the need for objectivity in interpretation.

B. Interpret Charts, Graphs, and Tables

- Understand the significance of the title.
- Interpret the relationships shown.
- Draw inferences based on the date.
- Construct simple graphs, charts, tables, and other pictorial materials (including cartoons).
- Determine the basis on which the graph or table is built and the units of measure involved.
- Relate information derived from pictures, graphs, charts, and tables with that gained from other sources.

C. Interpreting Maps and Globes

- Orient the Maps and Note Direction:
  - use relative terms of location and direction as near, far, above, below, up, down;
  - use cardinal directions in classroom and neighbourhood;
  - understand that north is toward the North Pole and south toward the South Pole on any map projection;
  - construct simple maps which are properly oriented as to direction.

A. Interpret Pictorial Materials:

- Distinguish between types of pictorial material; recognize the advantages of each; and, recognize the need for objectivity in interpretation.

- Interpret Cartoons:
  - recognize these materials as expressing a point of view and interpret the view expressed;
  - note and interpret the common symbols used in cartoons.

B. Interpret Charts, Graphs, and Tables

- Determine the basis on which the graph or table is built and the units of measure involved.
- Relate information derived from pictures, graphs, charts, and tables with that gained from other sources.
- Understand the steps in development indicated.
- Trace the steps in the process shown.
- Compare sizes and quantities.
- Analyze the organization or structure.
- Identify elements of change.

C. Interpreting Maps and Globes

- Orient the Maps and Note Direction:
  - use intermediate directions, such as northwest, southeast, etc.;
  - use cardinal and intermediate directions in working with maps;
  - understand the use of the compass for direction;
  - use the north arrow on the map;
  - orient desk outline, textbook, and atlas maps correctly to the north;
  - use parallels and meridians in determining direction;
  - use different map projections to learn how the pattern of meridians

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Early Years K-4: Introduce and develop the following skills.	Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.
	and that of parallels differ; - determine distance on a map using a scale of kilometers; - compare maps of different sizes of the same area; - compare maps of different areas to note that a smaller scale must be used to map larger areas; - compare distance between two points on maps of different scale; - develop the habit of checking the scale on all maps used.
. Use Scale and Compute Distances: - use small objects to represent large ones, as a photograph compared to actual size; - make simple large scale map of familiar area, such as classroom, home, and school.	. Use Scale and Compute Distances: - compare actual length of a block or km with that shown on a large scale map.
. Interpret Map Symbols and Visualize What They Represent - understand that real objects can be represented by pictures or symbols on a map; - learn to use legends on different kinds of maps.	. Interpret Map Symbols and Visualize What They Represent - identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents; - interpret dots, lines, colors, and other symbols used in additions to pictorial symbols.
. Locate Places on Maps and Globes: - recognize the home community and province on a map of Canada on a globe; - recognize land and water masses on a globe and on a variety of maps - physical-political, chalkboard, weather, etc.; - identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands; - use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations; - interpret abbreviations commonly found on maps; - use map vocabulary and key accurately; - learn to make simple sketch maps to show location.	. Locate Places on Maps and Globes: - use an atlas to locate places; - consult two or more maps to gather information about the same area; - recognize location of cities of the world with respect to their physical setting; - trace routes of travel by different means of transportation; - develop a visual image of major countries, landforms, and other map patterns studied; - read maps of various types which show elevation.

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Early Years K-4: Introduce and develop the following skills.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

. Compare Maps and Draw Inferences:

- read into a map the relationships suggested by the data shown, i.e., the factors which determine location;
- compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data;
- recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand;
- infer human activities or ways of living from physical detail and from latitude;
- relate low latitudes to the equator and high latitudes to the polar areas;
- use longitude and latitude in locating places on wall maps;
- identify the time zones of Canada and relate them to longitude;
- understand the reason for the International Date Line, and compute time problems of international travel;
- understand the significance of relative location as it has affected national policies;
- estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes;
- understand and use map scale expressed as representative fraction, statement of scale, or bar scale;
- study color contour and visual relief maps and visualize the nature of the areas shown;
- interpret the elevation of the land from the flow of rivers;
- use all parts of a world atlas.

V. UNDERSTANDING TIME AND CHRONOLOGY

. Develop an Understanding of the Time System and the Calendar:

- use names of the days of week;
- use names of the months;
- use calendar to find dates of special events and to determine length of time between important dates;

. Develop an Understanding of the Time System and the Calendar:

- understand the system of time zones as related to the rotation of the earth;
- accumulate some specific date events as points of orientation in time;

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Early Years K-4: Introduce and develop the following skills.

- use such indefinite time concepts as past, future, long ago, before, after, meanwhile;
- learn to tell time by the clock;
- associate seasons with particular months in both northern and southern hemispheres;
- understand the relation between rotation of the earth and day and night;
- understand the relation between the earth's revolution around the sun and a calendar year.

. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time:

- recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.;
- learn to arrange personal experiences in order;
- comprehend sequence and order as expressed in first, second, third, etc.;
- understand and make simple time lines;
- learn to relate the past to the present in the study of change and continuity in human affairs;
- learn to think of the separation of an event from the present in arithmetical terms;
- learn to figure the length of time between two given dates.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

- comprehend the Christian system of chronology - B.C. and A.D.;
- use indefinite time expressions. Use such definite time concepts as second, minute, yesterday, decade, century, etc.;
- learn to translate dates into centuries.

. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time:

- use a few cluster date events to establish time relationships among historic events;
- acquire a sense of prehistoric and geological time;
- understand differences in duration of various historical periods;
- learn to formulate generalizations and conclusions about time in studying the development of human affairs.

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___ ___ ___

SOCIAL STUDIES ASSESSMENT PROGRAM 1984

TEACHER QUESTIONNAIRE

Grades 10-11

This confidential questionnaire is designed to provide a description of the Social Studies program in your school. Please answer as a Social Studies teacher for course ___ .

PLEASE NOTE THAT IT IS IMPORTANT FOR THE SAKE OF RANDOMNESS THAT YOUR REPLIES REFER ONLY TO THE COURSE SPECIFIED ABOVE.

Place an "X" on the line under your choice.

I. TEACHER BACKGROUND

How many (academic or professional) college courses have you taken in each of the following disciplines? (Count 3 credits as one course and include both undergraduate and graduate courses.)

	Number of 3-Credit Courses				
	0	1	2	3	4 or more
A. History	___	___	___	___	___
B. Geography	___	___	___	___	___
C. Other Social Sciences	___	___	___	___	___

II. SCHOOL ORGANIZATION

	Non-semestered	**Semestered**
A. Is the course you teach non-semestered or semestered?	___	___

	1	2	3	4	5	6	Other (specify)
B. How many days are in 1 cycle of your timetable?	___	___	___	___	___	___	___

	Non-semestered Courses					
	Less than 105	105-140	141-175	176-210	211-240	Over 240
C. How many *minutes* per cycle (per class) do you teach Social Studies?	___	___	___	___	___	___
	Semestered Courses					
	Less than 210	211-280	281-350	351-420	421-480	Over 480
	___	___	___	___	___	___

D. In your opinion, what influence do you have regarding the decisions that are made on the following dimensions of the Social Studies Program in your class?

	Great Influence	Some Influence	Little or No Influence
1. Allocation of time for Social Studies	___	___	___
2. Allocation of time to specific topics	___	___	___
3. Text book choice	___	___	___
4. Selecting support material	___	___	___
5. Teaching strategies	___	___	___
6. Evaluation of student progress	___	___	___
7. In-service activities	___	___	___

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III. There are various views on the role of Social Studies in the curriculum. Please indicate your views on each of the goal statements below.

	Strongly Agree	Agree	Undecided	Disagree	Strongl Disagre
A. The main task of Social Studies is to preserve and transmit the cultural heritage	___	___	___	___	___
B. Social Studies should teach students to make rational decisions about personal and social issues	___	___	___	___	___
C. Social Studies should provide learners both with an awareness of possible futures and the roles they might play in developing these futures	___	___	___	___	___
D. Social Studies should provide students with the skills necessary to become independent learners	___	___	___	___	___
E. Social Studies should teach a body of tested principles and generalizations about human relations and societies	___	___	___	___	___
F. Social Studies should help students understand the structure of the social sciences	___	___	___	___	___

IV. **Curriculum Guide**

	YES	NO
A. Have you attended In-Service awareness sessions on the new curriculum?	___	___

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V. TEACHING RESOURCES AND ACTIVITIES

A. How would you rate the following teaching resources for the 1982 Social Studies Program?

	Very Satisfactory	Satisfactory	Unsatisfactory	Do not Use
Approved Text(s)	____	____	____	____
Recommended supplementary materials	____	____	____	____

B. How often does each of these activities happen in your Social Studies class or as a part of your Social Studies course?

	Daily	Weekly	Monthly	A Few Times a Year	Never
1. Teacher presents information most of the class period while students listen or take notes	____	____	____	____	____
2. Students express or defend their opinions on different sides of an issue during class...............	____	____	____	____	____
3. Students choose research activities or topics that interest them.........................	____	____	____	____	____
4. Students participate in field trips, e.g., museums, libraries, businesses	____	____	____	____	____
5. Teachers use audio visual resources in class (e.g., films, film strips, TV)	____	____	____	____	____
6. Newspapers, magazines are used in the classroom	____	____	____	____	____
7. Students use primary source materials, e.g., diaries, letters, photos, artifacts................	____	____	____	____	____
8. Outside speakers visit the classroom	____	____	____	____	____
9. Simulations, games, role playing are used in the classroom	____	____	____	____	____
10. Students work on:					
i) individual projects	____	____	____	____	____
ii) group projects	____	____	____	____	____

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VI. EVALUATION

How important are the following for student evaluation in your Social studies class?

	For Instructional Planning Purposes			For Grading Purposes		
	Very Important	Important	Not Important	Very Important	Important	Not Importan
1. Samples of individual student work	___	___	___	___	___	___
2. Samples of group projects	___	___	___	___	___	___
3. Performance in day to day lessons	___	___	___	___	___	___
4. Oral presentations	___	___	___	___	___	___
5. Class tests: short answer	___	___	___	___	___	___
6. Class tests: paragraph essays	___	___	___	___	___	___
7. School-wide tests	___	___	___	___	___	___
8. Division/district-wide tests	___	___	___	___	___	___
9. Standardized tests	___	___	___	___	___	___
10. Self-evaluation by students	___	___	___	___	___	___
11. Role playing, simulation, debates	___	___	___	___	___	___
12. Other (specify) ________________	___	___	___	___	___	___

VII. How frequently do you receive professional development assistance (in-service, workshop, formal meetings, professional reading, etc.) from

	Often	Sometimes	Never or Seldom	Not Applicable
1. Colleagues?	___	___	___	___
2. Principal?	___	___	___	___
3. Assistant Principal?	___	___	___	___
4. Superintendent?	___	___	___	___
5. School Division consultants?	___	___	___	___
6. M.T.S. (e.g., SAG, locals)?	___	___	___	___
7. Department of Education consultants?	___	___	___	___
8. University professors?	___	___	___	___
9. Methodology texts?	___	___	___	___
10. *History and Social Science Teacher (Journal)?*	___	___	___	___
11. *Manitoba Social Science Teachers Association Journal?*	___	___	___	___
12. Other (please specify) ______________	___	___	___	___
______________________________	___	___	___	___

Thank you for your co-operation. Please return this questionaire by *April 6, 1984* in the enclosed self-addressed, stamped envelope.

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